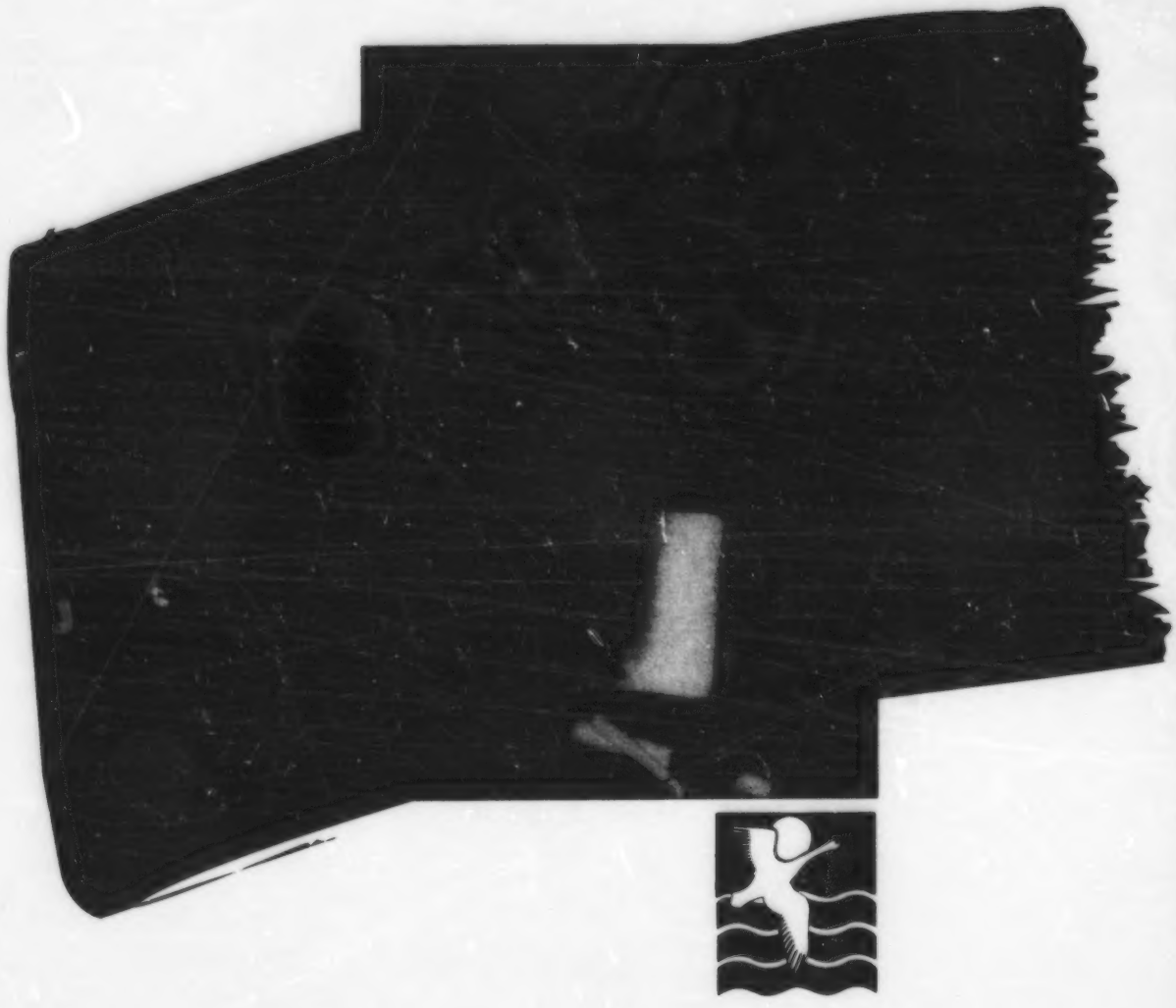
Arctic College Annual Report 1991-1992



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The Honourable James Arvaluk
Minister of Education

Dear Mr. Minister:

The year April 1, 1991 to March 31, 1992 has been a challenging period for Arctic College. The College, in common with many other Canadian public and private sector corporations, must adjust to new fiscal realities and increasing demands for service.

Due to the budgeting restraint facing the Government of the Northwest Territories, Arctic College has also been required to reduce its budget. At the same time, record numbers of students are applying for and registering in Arctic College programs. Clearly, the challenge before the College is to "do more with less." Hand in hand with challenges usually come opportunities. Budgetary restraint forces the College to re-examine its priorities and to promote effectiveness at all levels.

The Arctic College Strategic Plan 1990-1995, developed by the Board of Governors, provides the guidelines for meeting these challenges. The Strategic Plan calls for more program specialization at a particular campus and less duplication of career programs. The plan also calls for increased emphasis on third party funded courses and external fundraising. Third party funding encourages the College to enter into partnerships with business, non-governmental organizations and aboriginal organizations for the delivery of programs of direct relevance to these client groups. These are all opportunities for improving and strengthening the College and its relations with the people it serves. This funding source should continue to grow as business, aboriginal groups and non-governmental organizations become more directly involved in education and training.

Another College priority has been to continue to standardize College programs. Accrediting more programs with colleges and universities is of ongoing importance to the College and its students. These initiatives are key to enhancing the credibility and portability of Arctic College programs.

This Board is committed at all times to placing the interests of the College students first. It has been a pleasure to have the opportunity to work with each Board member representing all the different regions, cultures and languages of the NWT.

On behalf of the Board of Governors of Arctic College and in accordance with section 19 of the Arctic College Act, I am pleased to submit our annual report for 1991-92 (year ending March 31, 1992).

Yours very truly,

Chris Brodeur
Chairperson
Board of Governors

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Life-long learning

Arctic College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories.

The programs are directed specifically to the northern environment and the needs of individual learners, the work force and northern communities.

The College recognizes the need to make appropriate educational opportunities available to any adult who wishes to learn.

To accomplish this, courses and services are delivered at campuses and in communities across the NWT.

In this manner, Arctic College strives to encourage life-long learning in a rapidly changing world.

College history

The history of Arctic College goes back several decades. Community Adult Education has existed in NWT communities since the early 1960s. The focus of the program has been to provide adult basic education and to assist northerners in developing their skills to meet changing social and economic conditions. In addition to the adult education system, the Government of the NWT established the Adult Vocational Training Centre (AVTC) in Ft. Smith in 1969. Initially, AVTC was administered by the Department of Education and its focus was on trades training and academic upgrading. Throughout the 1970s, programs and infrastructure expanded at AVTC until the centre was renamed Thebacha College in 1981.

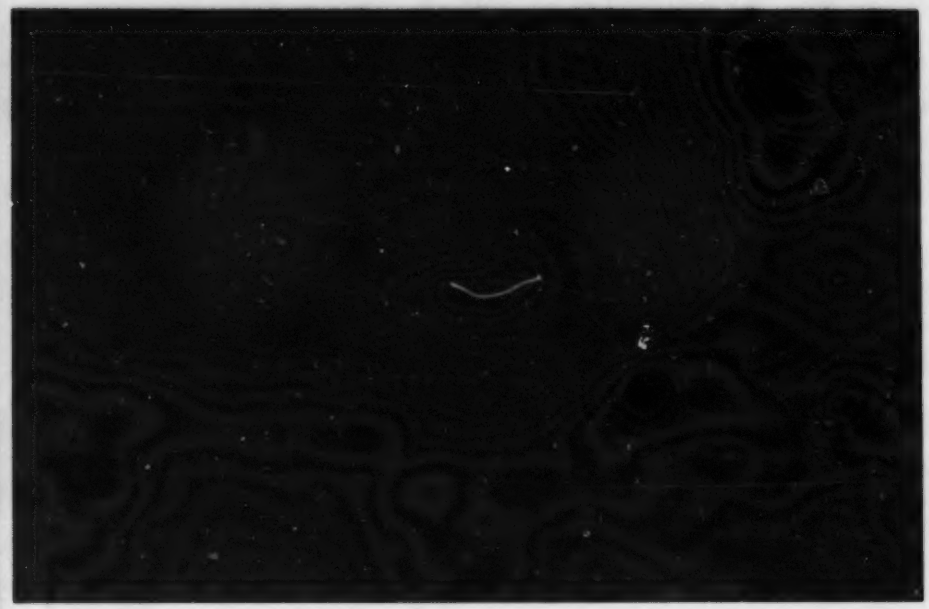
In the following year, the Special Committee on Education recommended to the Legislative Assembly of the Northwest Territories the development of a decentralized community college system with campuses in the Eastern and Western Arctic. A second college campus was established in Iqaluit soon afterwards. The Special Committee had also recommended the establishment of an independent board to be responsible for post-secondary programs throughout the NWT. The first college Board of Governors began meeting in 1982 and served in an advisory capacity to the Minister of Education until 1987.

In 1986, the Arctic College Act was passed by the Northwest Territories Legislative Assembly, establishing Arctic College for the purpose of delivering adult and post-secondary education. The act also established an appointed Board of Governors to assume administrative responsibilities for College operations.

During the mid-1980s, discussions began on combining the College with the adult education system. This was seen as an initiative which would enhance coordination and effectiveness of programs. Beginning in 1987, the consolidation of the College and adult education began and the process was completed in 1990.

Today, the College operates a decentralized system with a small headquarters, six campuses and over 30 community learning centres throughout an area of 3,376,698 square kilometres. Arctic College now delivers a variety of full-time and part-time programs and courses to a wide range of adult learners.

The Board of Governors

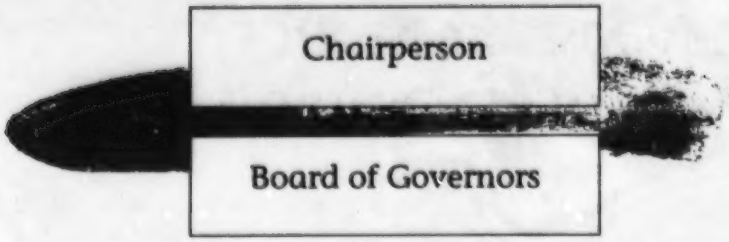


When Arctic College was created by an act of the Legislative Assembly in 1986, that act provided for the establishment of a Board of Governors to take legal responsibility for College operations. The Minister of Education appointed a board made up of members of the public from all regions of the Northwest Territories. The next year, the Board of Governors assumed responsibility for the administration of the College.

Each year, the 15 members of the Board hold three general meetings. In addition, Board committees meet periodically to undertake specific activities assigned by the full Board. Board membership during the period covered by this annual report included:

Robert L. Hanson	Chairperson	Iqaluit
Sarah Doctor	Vice Chairperson	Norman Wells
Ric Bolivar	Member	Yellowknife
Chris Brodeur	Member	Hay River
Joanne Deneron	Member	Fort Liard
Jean Ekpakohak	Member	Holman Island
Larry Gordon	Member	Inuvik
Don Jaque	Member	Fort Smith
Zacharias Kunuk	Member	Igloolik
Lucy Lafferty	Member	Rae-Edzo
James Marlowe	Yellowknife Campus	Student Representative
Carmen Kilukishak	Nunatta Campus	Staff Representative
Mark Cleveland	President	Ex-officio Member

Board positions shown are as of March 31, 1991.



Executive Committee	Policy and Planning Committe	Finance Committee	Fund Raising Committee
Robert Hanson, Chairperson	Chris Brodeur, Chairperson	Ric Bolivar, Chairperson	Ric Bolivar, Chairperson
Sarah Doctor	Larry Gordon	Joanne Deneron	Zacharias Kunuk
Ric Bolivar	Jean Ekpakohak	Don Jaque	Chris Brodeur
Chris Brodeur	Lucy Lafferty	Larry Gordon	Robert Hanson
	Robert Hanson	Carmen Kilukishak	
		Robert Hanson	

The Role of the Board

The role of the Board of Governors is set out in the Arctic College Act and further defined by the GNWT's Continuing Education Policy. The Board has responsibilities for such matters as program and course priorities, determining College administrative policies, establishing student admission requirements, and setting tuition fees. In addition, the Board is involved in curriculum development, the management of College finances and budget preparation, and the planning of new College facilities. The Board also gives direction to the College president on the supervision and administration of the operations of Arctic College.

Setting Goals

In June of 1991, the Board approved a series of goals and objectives for the 1991-92 academic year. The Board goals were to:

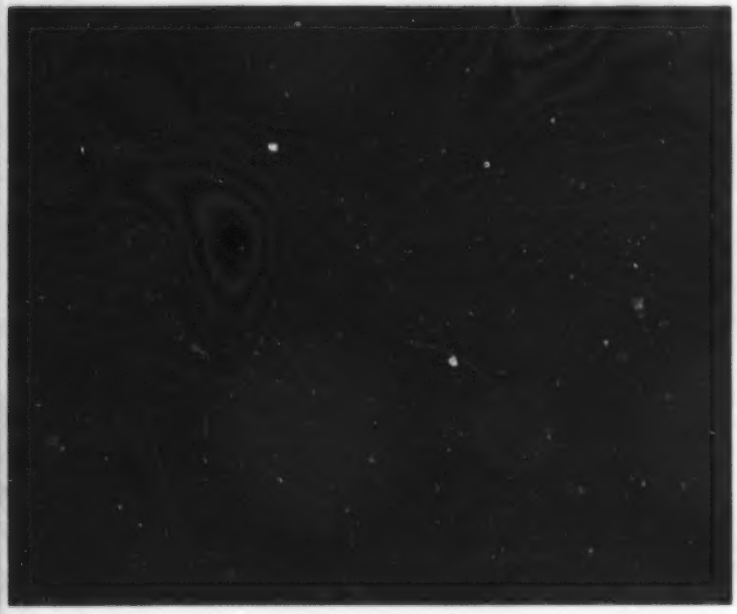
1. clarify roles in consultation with the Department of Education;
2. establish output measures for College activities;
3. continue standardization of certificate and diploma offerings;
4. utilize distance learning technologies and innovative program design.

During the past year, great strides were made toward three of these goals. Particular initiatives to improve instructor performance and to use distance education technologies — such as television instruction, the AGS-7 computer/data link and teleconferencing — strengthened program delivery. In addition, cooperative programs in secretarial arts and cooking provided a new approach to program delivery in these fields.

The College also continued to improve documentation of its activities. Improved record keeping for students, additional analysis of College activities were all of assistance in this regard. Less success was attained in the clarification of roles and mandate. However, extensive discussions with Department of Education staff have laid the groundwork necessary for the resolution of outstanding issues.

Overall, 1991-92 has been a successful year for the Board. Thanks largely to Board efforts, the College's activities are continuing to expand opportunity for quality programs while refining and improving the College structure.

Building Public Support



While the Board maintains close contact with community representatives in the regions, members felt that the Board should build on those relations by increasing contact at the territorial level. To promote understanding of the value and effectiveness of College operations, representatives of the Board made a presentation before the Legislative Assembly's Standing Committee on Agencies, Boards and Commissions in January, 1992. The Board explained its structure and operation to the Committee and outlined its activities and priorities. In a subsequent meeting, the Board's executive committee discussed a range of issues with the Standing Committee, including the College mandate and planning. Board and Committee members agreed that further discussions would be useful in clarifying priorities and building an effective College system designed to meet northern needs.

Facing Fiscal Restraint

Maintaining the quality of education in an era of financial restraint was a challenge the Board met head on in 1991-92. The Board was fully aware of the budgetary restrictions facing the Government of the Northwest Territories and the impact they could have on College financing. At present, the largest part of Arctic College's budget comes from the territorial government. The Board responded to the problem by considering, in co-operation with the Department of Education, a formula funding system for the College. The Board also renewed emphasis on training partnerships with government departments, businesses and non-governmental agencies as a measure to reduce dependency on direct public contributions.

The Board demonstrated its seriousness about reducing costs by recommending to the minister that the size of the Board be cut by five members. Such a reduction in Board size would cut back significantly on Board expenditures but still allow regional representation to be maintained.

While the Board was prepared to pare costs and improve efficiencies, it also recognized the high priority which must be placed on education if the Northwest Territories is to realize its full economic potential. The Board is aware that in times of economic difficulty there tends to be an increase in the number of people seeking to upgrade their job skills or obtain retraining. Additional enrolment will bring an extra strain on College resources.

Strength from Ongoing Assessment

Arctic College was one of the government programs discussed in the Strength at Two Levels Report released in November, 1991. The study investigated the operations of the GNWT with a view to improving efficiency and devolving power to the community level.

Recognizing that any organization can become stronger by objectively assessing itself and then improving its operations, the Board welcomed the report as an opportunity to undertake this assessment. The Board noted that several of the recommendations made in the report match directions already set for the College by the Board. These directions had been advanced to the Department of Education through the five-year Strategic Plan developed by the Board and through studies of financial operations.

The report suggested three options for future College operations ranging from dissolution of the College to a reduction in staffing and programming. The Board is considering these options carefully and intends to play a central role in stimulating discussion of these options. However, an aspect of College operations which the Board is intent upon maintaining is its presence in all regions. Based on its experience, the Board recognizes that only through regional operations will the College be able to fulfil its mandate to provide accessible education to all the adult learners of the NWT.

Sharing Knowledge

The second official meeting between the Board of Governors of Yukon College and Arctic College's Board took place in September. The two boards discussed matters of shared interest and exchanged information. A northern nursing program, courses on Television Northern Canada, decentralization and daycare were some of the issues talked over. Further meetings between the two boards were planned.

The President's Report

The end of the fiscal year on March 31,1992 also marked the end of Arctic College's fifth year of operation as a corporation under the Arctic College Act. While five years is not a long time, it has been a critical period for Arctic College, a period in which some past traditions have changed and future directions established.

When Arctic College was created, the goal was to link us closely with the communities and the clients we serve, to decentralize program delivery to enhance enrolments, and to provide a single organization to deliver the academic and career preparation programs needed by northerners. The success the College has had in the past five years in meeting those goals has been tremendous.

Arctic College is now more closely connected than ever to the communities and clients we serve. We maintain permanent staff in over 30 communities with at least some service to more than 85 percent of all NWT communities. In addition, the College now offers 40 percent of its full-time and 43 percent of its part-time enrolments in off-campus locations, thereby increasing access to programs.

This past year, the College provided nearly $6 million worth of education and training services directly through contract arrangements with client organizations. More than 85 courses and programs designed to meet the specific needs of client and community groups were offered through such partnership arrangements.

In addition, enrolment and regular course offerings have both expanded. For the academic year ending in June 1991, 1270 full-time students attended Arctic College, an increase of 26 percent over 1989-90. Part-time enrolments decreased slightly over the same period. At present, College programs include academic, trades, certificate and diploma offerings, as well as career and personal development courses. As well, program articulation, standardization and evaluation have become a regular part of College activity. Systems to monitor and analyze College funds, student enrolments and graduate placements have been developed which improve the College's ability to assess the impact it has on the people it serves.

These successes have not been due to a single individual or group. They are due to a collective effort from the Board of Governors, Ministers of Education and their officials, faculty, administration and support staff, and the College's students. Cooperation has been the key.

However, as we reflect on the College's achievements, we must be mindful of the challenges which lie ahead. Recent announcements of government restraint at the federal and territorial levels suggest that funding for adult education and training could be seriously affected. At the same time, new initiatives such as claims settlements, the development of a northern workforce and the proposed establishment of community transfer arrangements all suggest that the need for education and training will increase. The coming year will certainly require flexibility and adjustment. Nevertheless, given our record of success and experience stretching back to the earliest beginnings of the College in Ft. Smith and in communities across the North, I am confident that Arctic College is equal to the challenge.

Mark Cleveland
President
Arctic College

While the range of programs offered at Arctic College throughout 1991-92 was broad, the focus was on relevant training for the northern economic environment. Because programs are designed in response to the training needs of the North, most graduates of College programs could expect to step immediately into employment or proceed on with further education. The following chart lists the program offerings for the past year.

Certificate/ Diploma Programs

Teacher Education
Community Health Representative
Nursing Assistant
Nursing Refresher
Early Childhood Education
Environmental Technology
Renewable Resources Technology
Human Services
Social Services
Interpreter/Translator
Recreation Leaders
Management Studies
Tourism
Native Studies
Secretarial Arts
Clerk Typist
Northern Community Alcohol and Drug Counsellor

Academic Programs

Academic Studies
English as a Second Language
University/Health Career Preparation
University Transfer
Basic Literacy

Career Development

Guide Training
Community Administration
Basic Office Procedures
Computerized Accounting
Airport Observer/Communicator
Fine Arts and Crafts
Communication Electrician/ Construction Craft

Trades

Apprenticeship Carpentry
Apprenticeship Electrical
Apprenticeship Heavy Duty Mechanics
Apprenticeship Housing Maintenance
Apprenticeship Plumbing
Heavy Equipment Operator
Small Engine Repair
Cooperative Carpentry
Introductory Carpentry
Introductory Cooking
Introductory Mechanics
Trades Orientation

Personal Development

A variety of non-credit short-term courses

With a campus in every region of the NWT and Community Learning Centres in over 30 communities throughout the territories, Arctic College has broadened its access to the people of the North. This presence in the regions is critical to maintaining opportunities for adult learners in the smaller communities. This section highlights the operations of the campuses and the Community Learning Centres in the regions they serve.

Aurora Campus

In addition to the regular programs offered at Aurora Campus, a new vocational program sponsored by Canada Employment and Immigration was offered. Introductory Carpentry was a 120 day course which covered framing and interior finishing. Students constructed a two-bedroom, 768 sq. ft. wooden frame house which was to become the home of elders Effie and Hugh Rogers. When construction was completed, the house was relocated by truck to the couple's homesite 30 km outside Inuvik.

In line with the College's commitment to community-based learning, two new Community Learning Centres were constructed in the region in 1991-92. Two-classroom facilities were completed in Fort Good Hope and Tuktoyaktuk. The official opening of each new centre was marked with festivities and the movement of students and staff into the new buildings followed quickly.

In Fort McPherson, the Community Learning Centre graduated from its simple network of Macintosh Plus computers to the first level of an Integrated Learning System. The new system features greater data storage capacity, a CD-ROM reader, and expanded Random Access Memory.

An innovative distance education course was offered at Aurora Campus during 1991-92. Using a computerized communication system called the AGS-7 Audio Graphic System, an instructor in Inuvik taught a course in computer spreadsheets to 35 learners simultaneously in four western Arctic communities — Aklavik, Fort McPherson, Norman Wells and Rae-Edzo. This method of course delivery increased learner access in a cost-effective manner.

Keewatin Campus

The fall term saw the beginning of full-time enrolment in the two-year Keewatin Teacher Training Project. Over 30 full-time and 10 part-time students were enroled in Arviat, Baker Lake and Rankin Inlet. This program, delivered right in the region with the close support of the Keewatin Divisional Board of Education, is designed to increase the number of Inuit teachers in Keewatin schools. In conjunction with the Eastern Arctic Teacher Education Program, it combines teaching courses with practical classroom experience in Keewatin communities.

Kitikmeot Campus

A Pre-apprentice Program was delivered in Coppermine for students interested in working in the trades. Students took classes in science, English, mathematics and theory related to trades. Five students passed their Trades Entrance Examinations and were eligible to enrol in the Apprenticeship Program.

In Cambridge Bay, a Life Skills Program was delivered for the Katimavik Centre. The College and the Centre worked closely together in the selection of students, course content, counselling and student support. The program produced positive changes in the work habits and confidence of students.

Native language courses were delivered in three communities as part of their literacy initiatives. Literacy tutors assisted adult educators, providing one-on-one instruction to students who cannot read in English.

Nunatta Campus

Early in the academic year, Nunatta Campus and Atii Training Inc. were awarded first place in the post-secondary category of the first annual National Awards for Excellence in Business-Education Partnerships. The awards are a program of the Conference Board of Canada's National Business and Education Centre and are supported by the member companies of Telecom Canada, including NorthwesTel. The awards recognize and celebrate the success of business-education collaborations.

Nunatta Campus and Atii worked together to deliver management training seminars in the Eastern Arctic. The goal of the partnership has been to provide Inuit with the opportunity to acquire the skills they need to assume management positions in the private sector, government and aboriginal organizations.

A Fine Arts and Crafts Program was introduced at Nunatta Campus this past year. The program offers introductory and intermediate courses along with certificate, diploma and professional development programs. These programs emphasize technical and creative excellence and are supported by Inuit art history, art and craft history worldwide, Inuktitut upgrading, math upgrading, life skills and literacy through arts and crafts.

In January, after months of preparation coordinated by Nunatta Campus staff, Arctic College began the broadcasting of courses on television. Four telecourses were broadcast on Television Northern Canada, a consortium of Northern aboriginal broadcasters and the NWT and Yukon governments. The courses offered were Accounting, Human Development, Children's Literature, and Directorship Training. The Directorship Training course was developed and packaged with the gracious support of the Kahanoff Foundation. The course was broadcast in both English and Inuktitut. Course delivery involved adult educators and teleconferencing between the students and instructors on the campus.

Thebacha Campus

In September, forty-three brightly-coloured weather balloons were launched to celebrate the official opening of new facilities housing the Arctic Airports Program. The program trains students to become observer/communicators in their home communities and focuses on weather reporting and radio communication procedures. The new facilities include two simulation chambers housing radio communications equipment and a control room for instructors.

A Victim Assistance Training Program and a Training Manual were developed after months of collaboration between Thebacha Campus and the Department of Justice. The pilot course sessions were delivered at the campus in the fall. Subsequent sessions are planned for delivery in other regions.

A program of study for potential aboriginal language specialist teachers was finalized in cooperation with the Department of Education in April, 1991. The program was designed to prepare students to be aboriginal language teachers. Graduates will act as a link between the school and the community by making use of community resources, including elders, in teaching aboriginal languages. The College, in conjunction with divisional boards of education, identified candidates for the training. Courses began at Thebacha Campus during the summer session.

NorthwesTel, Canada Employment and Immigration and Arctic College collaborated in the development of a Communication Electrician/Construction Craft Program. The one year program provides training in the specific areas of installation, repair and cable splicing. The College provides 22 weeks of theoretical and practical training at Thebacha and NorthwesTel provides a 30 week work placement in the western NWT. Upon successful completion of the course, students were hired by NorthwesTel.

Yellowknife Campus

An upgrading program for adult learners in Ndilo was the winner of a national award. The College's Literacy/Native Studies Program received the Partnership Award for 1992 from the Association of Canadian Community Colleges. The award is given annually by the association for program excellence in a partnership. The first year of the Literacy/Native Studies Program was delivered by the College in partnership with the Yellowknives Dene Band, Canada Employment and Immigration and the Department of Social Services. The program was developed to enhance the employability of band members and develop leadership potential.

The first northern class of aboriginal students from a training program dealing with sexual abuse graduated in Yellowknife in February. Fourteen students were awarded certificates for completion of the Native Sexual Abuse Worker Training Program. The program, titled "Let the Healing Begin", was designed to train aboriginal people to assist those who have suffered sexual abuse. It was offered by the Nicola Valley Institute of Technology in cooperation with Arctic College and was funded by the Department of Social Services.

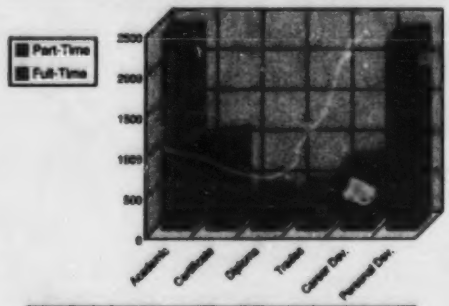
The first and second years of a two year program in Native Studies were offered at the Yellowknife Campus. Thirty-two students enroled in the course sponsored by the Dene/Metis Training Coordinating Group. The university level course was designed to train Dene and Metis for positions in administration, management, economic development, and politics. Course credits can be transferred to the Native Studies Program at Trent University.

The NWT Tourism Training Group and the College were portners in offering a Tourism Certificate Program. The aim of the program was to fill the need for tourism and supervisory staff at the community level. Its focus was on the cultural, economic, environmental and community needs of Northerners and provided the skills which are needed to compete agressively in the international tourism marketplace.

College Wide

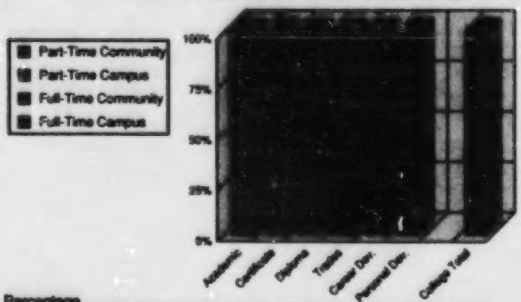
Coordination and articulation of program activities throughout the entire College structure has been a highlight of the year. The efforts of Policy and Program, Academic Studies and Adult Education staff made possible the publication of detailed course outlines in English, Mathematics and Personal Life Management as well as program support materials for Adult Basic Education instructors. Articulation work in Management Studies and Social Work has improved and simplified our program structures and brought consistency to the standards used in the programs.

Enrolments by Division for the 1990/91 Academic Year



PART-TIME	1,668	874	207	415	700	2,349
FULL-TIME	731	216	200	45	78	0

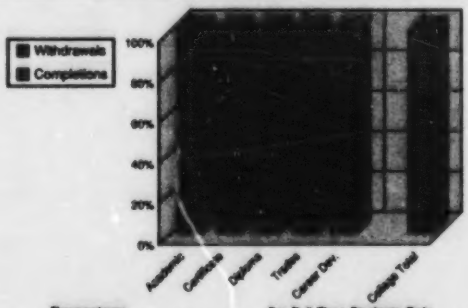
Campus/Community Distribution for the 1990/91 Academic Year



Percentage

PART-TIME COMMUNITY	45.3	14.1	2	28.9	33.8	54.4		38.1
PART-TIME CAMPUS	24.2	86.1	48.9	61.3	56.3	45.6		44
FULL-TIME COMMUNITY	18.5	1	2.7	5	3.8			6.9
FULL-TIME CAMPUS	12	18.8	46.4	4.8	6.1			10

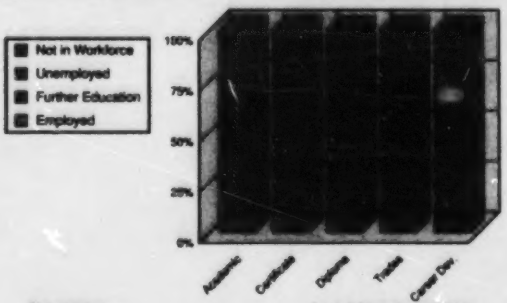
Completion Ratios for the 1990/91 Academic Year



Percentage For Full-Time Students Only

WITHDRAWALS	45.7	39	32.6	22.2	37.2		37.9
COMPLETIONS	54.3	61	67.4	77.8	62.8		62.1

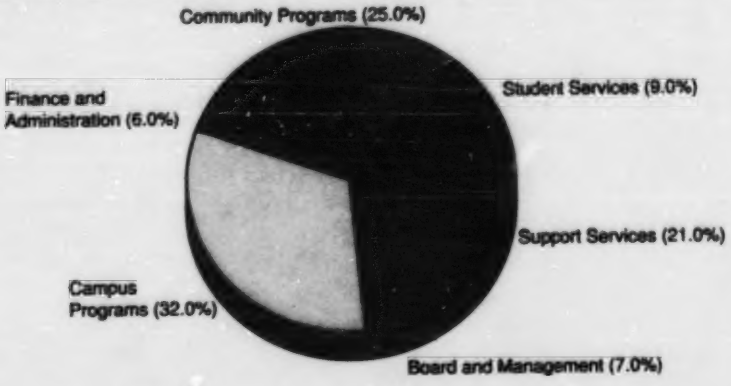
Job Placement Survey for the 1990/91 Academic Year



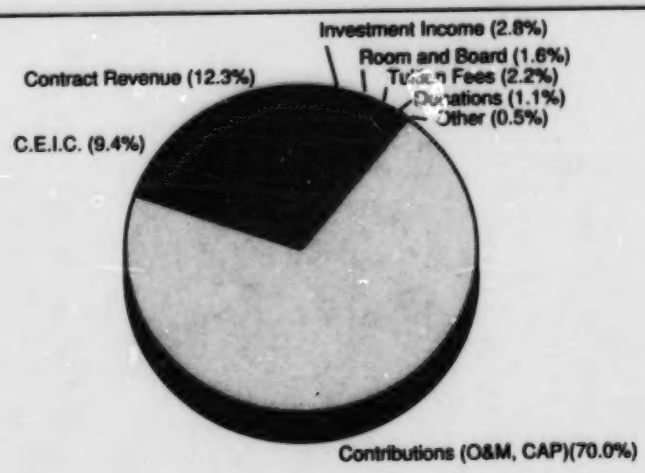
Percentage For Full-Time Students Only

NOT IN WORKFORCE	3.5	3.9		0.5	2.7
UNEMPLOYED	27.4	10.8	9.5	28.1	37.8
FURTHER EDUCATION	35.4	26.4	14.3	16.3	13.5
EMPLOYED	33.8	58.9	76.2	55.2	45.9

Arctic College
Expenditures by Task 1991-92



Arctic College
Actual Revenue Budget 1991-92



The Strategic Plan developed by the Board of Governors recognizes that one of the key challenges facing the College is the necessity to secure the funding needed to deliver its programs in the face of budgetary restrictions. In response to this direction from the Board, the College has increased efforts to seek funding and other financial assistance from external organizations. Following are some of the ways in which Arctic College found financial contributions in 1991-92.

The Amway Environmental Foundation assisted Nunatta Campus in providing a safer working environment for students in its Arts and Crafts Program. The Foundation donated $20,000 to the campus to purchase a stone dust extraction unit. The unit removes stone dust from the air so that carvers do not breath potentially harmful particles.

CANAC/Microtel assisted literacy efforts in the Kitikmeot region. In March, the communications company donated $10,000 to the Kitikmeot Campus. The money was used for books and supplies for the campus's literacy program in the region. CANAC/Microtel is the communications firm performing the systems integration for the new North Warning System.

A donation of $20,000 from the Canadian Native Arts Foundation to the Arts Mentoring Program at Arctic College provided opportunities for northern artists to study in a professional studio. The Arts Mentoring Program, a joint effort of Nunatta Campus's Fine Arts and Crafts Program and the NWT Arts Council, helps artists and craftspersons to pursue advanced studies under professional guidance. The Canadian Native Arts Foundation is a national charitable organization providing grants and scholarships for training and education in the visual and performing arts.

Bursaries of $750 were awarded to four students in the western Arctic in August. Interprovincial Pipe Line Inc. established the bursaries to provide assistance to full-time students in the western NWT who demonstrate outstanding academic improvement. 1991 was the first year for the Interprovincial Pipe Line Bursaries. The company is the operator of the oil pipe line from Norman Wells to Zama, Alberta.

Canada Post Corporation awarded eight bursaries to aboriginal students in July. The $2,500 awards come from a fund established by Canada Post to assist aboriginal students enroled in business and public administration programs at Arctic College. The Corporation established the bursary fund to promote the employment of northerners in the post office.

The Kahanoff Foundation donated $200,000 toward the production of the bilingual (English and Inuktitut) telecourse video series "Directorship Training". The series was broadcast on Television Northern Canada as part of the four credit course offerings from the College. The eight programs in the series highlighted various aspects of Board Member Management Training including the responsibilities of being a board member. Located in Calgary, the Kahanoff Foundation is a charitable organization providing assistance to innovative projects in education, health, social services and the arts.

Planning for the coming year was a major part of the College's activities in 1991-92. Organizational changes including decentralization and restraint will be a focus of attention for senior College staff. Considerable attention will be given to working closely with the Board of Governors and Department of Education officials to determine ways to meet new directions.

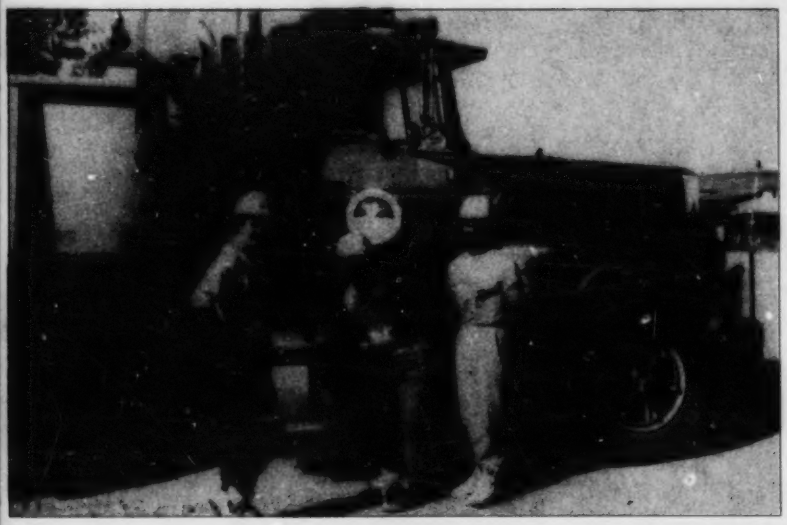
College staff will be working closely with the newly created Pathways Boards to identify training priorities in the regions. These boards have been established by Canada Employment and Immigration as part of their Aboriginal Labour Force Development Strategy. In addition, an annual training plan for direct purchase courses will be prepared in cooperation with the Department of Education and Canada Employment and Immigration.

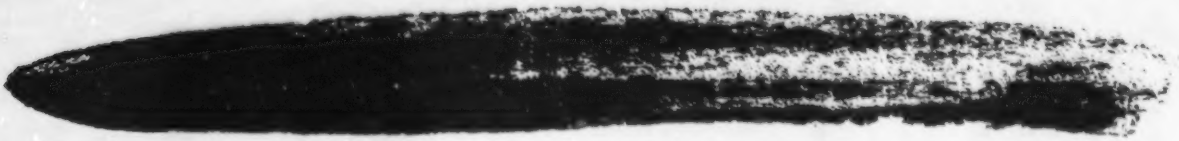
The Capital Plan for Arctic College for the 1992-93 fiscal year provides for the construction of a Community Learning Centre in Pangnirtung and the renovation of a fourplex for use as a Community Learning Centre in Arviat. In addition to these projects, Arctic College will assume full responsibility for the Ukiivik residence in Iqaluit and reopen the single student residence at Aurora Campus for the fall term.

Discussions with the Department of Education on a funding allocation system for Arctic College will continue in the coming year. The system would govern financial contributions to the College from the territorial government and would permit a greater degree of certainty in the College's financial planning.

Challenge has marked the past year for Arctic College. We have faced the prospect of serving a growing population while financial resources shrink, the necessity of maintaining access to educational opportunities for residents of all regions of the NWT, and the continuing demand for high quality in programming. However, meeting and overcoming these challenges can result in greater efficiency, improved programs and closer connections with the people and organizations the College serves.

Looking back, we see that Arctic College has been built in the face of adversity. Certainly, challenge is not something Arctic College has attempted to avoid. If Arctic College is to provide quality education to the adult learners of the NWT, it must not only confront the challenges which come from without, it must also challenge itself. The people of the NWT certainly deserve the best from Arctic College. In looking ahead, the College is intent on delivering no less than that.





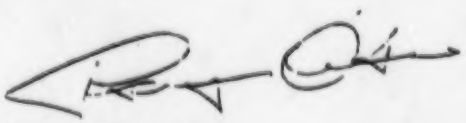
To the Minister of Education
Government of the Northwest Territories

I have audited the balance sheet of the Arctic College as at March 31, 1992 and the statements of revenue and expenditures and changes in fund balances, equity in capital assets, professional development and donation reserves and changes in financial position for the year then ended. These financial statements are the responsibility of the College's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In my opinion, these financial statements present fairly, in all material respects, the financial position of the College as at March 31, 1992 and the results of its operations and the changes in its financial position for the year then ended in accordance with the accounting policies set out in note 2 to the financial statements. As required by the Financial Administration Act I report that, in my opinion, these principles have been applied on a basis consistent with that of the preceding year.

Further, in my opinion, proper books of account have been kept by the College and the financial statements are in agreement therewith and the transactions of the College that have come to my notice during my examination of the financial statements have, in all significant respects, been in accordance with the Financial Administration Act and regulations, the Arctic College Act and regulations and by-laws of the College and the contribution agreement with the Government of the Northwest Territories dated November 1, 1989.



Raymond Dubois, FCA
Deputy Auditor General
for the Auditor General of Canada

Ottawa, Canada
June 26, 1992

Balance Sheet

as at March 31, 1992
(thousands of dollars)

	1992	1991
Assets		
Cash and short-term investments	$ 6,538	$ 7,094
Accounts receivable (note 3)	2,347	2,327
Capital assets (note 4)	4,427	3,426
	$13,312	$12,847
Liabilities, Equity, Fund Balances and Reserves		
Accounts payable and accrued liabilities (note 5)	$ 3,755	$ 3,111
Deferred revenue	607	763
Due to the Government of the Northwest Territories (note 6)	2,068	3,376
	6,430	7,250
Equity in capital assets	4,427	3,426
Fund balances:		
Operating - General	445	511
- Special	1,207	1,192
Capital	371	130
	2,023	1,833
Reserves:		
Professional development	294	252
Donation	138	86
	432	338
	$13,312	$12,847

Approved by the Board:

Chairperson of the Board

Chairperson of the
Finance Committee

Approved by Management:

President

Vice President - Finance

Statement of Revenue and Expenditures and Changes in Fund Balances

for the year ended March 31, 1992
(thousands of dollars)

	General Operating		Capital		Special Operating		Total	
	1992	1991	1992	1991	1992	1991	1992	1991
Revenue								
Contributions (note 7)	$27,039	$26,446	$ 902	$ 889	$ 725	$ 195	$28,666	$27,530
Contract income					4,451	3,826	4,451	3,826
Investment income	773	1,124	29	35	194	241	996	1,400
Tuition fees	506	318			288	263	794	581
Room and board	571	518			19	36	590	554
Donations	324	28	66			52	390	80
Other	183	94			13	65	196	159
Total Revenue	29,396	28,528	997	924	5,690	4,678	36,083	34,130
Expenditures								
Salaries, wages and benefits	18,961	16,825			2,456	2,387	21,417	19,212
Physical plant	4,625	4,412					4,625	4,412
Contract services	2,025	1,598			1,093	642	3,118	2,240
Materials and supplies	1,434	1,795			340	378	1,774	2,173
Travel and transportation	957	1,179			757	475	1,714	1,654
Purchase of capital assets			998	1,034	3	52	1,001	1,086
Purchased services	749	778			116	114	865	892
Fees and payments	588	471			265	332	853	803
Contributions	432	352					432	352
Total Expenditures	29,771	27,410	998	1,034	5,030	4,380	35,799	32,824
Excess (Deficiency) of Revenue Over Expenditures	(375)	1,118	(1)	(110)	660	298	284	1,306
Balance at Beginning of Year	511	(239)	130	240	1,192	894	1,833	895
Inter-Fund Transfers	403		242		(645)			
Refund of Contributions to the Government of the NWT (note 7)		(309)						(309)
Net Appropriation to Reserves:								
Professional Development	(42)	(46)					(42)	(46)
Donation	(52)	(13)					(52)	(13)
Balance at End of Year	$ 445	$ 511	$ 371	$ 130	$1,207	$ 1,192	$ 2,023	$ 1,833

Statement of Equity in Capital Assets

for the year ended March 31, 1992
(thousands of dollars)

	1992	1991
Balance at beginning of the year	$3,426	$2,340
Purchase of capital assets for the year	1,001	1,086
Balance at end of the year	$4,427	$3,426

Statement of Professional Development Reserve

for the year ended March 31, 1992
(thousands of dollars)

	1992	1991
Balance at beginning of the year	$ 252	$ 206
Appropriated from General Operating fund for services for the year	162	159
Returned to General Operating fund for year's charges	(120)	(113)
Net appropriation for the year	42	46
Balance at end of the year	$ 294	$ 252

Statement of Donation Reserve

for the year ended March 31, 1992
(thousands of dollars)

	1992	1991
Balance at beginning of the year	$ 86	$ 73
Donations for the year	390	87
Expenditures for the year	(338)	(74)
Net appropriation for the year	52	13
Balance at the end of the year	$ 138	$ 86

Statement of Changes in Financial Position

for the year ended March 31, 1992
(thousands of dollars)

	1992	1991
Operating Activities		
Excess of revenue over expenditures	$ 284	$1,306
Item not requiring an outlay of cash		
Increase in employee leave and termination benefits	185	114
Refund of contributions to the Government of the NWT	-	(309)
	469	1,111
Increase in accounts payable	459	47
Decrease in deferred revenue	(156)	(151)
Increase (decrease) in amount due to the Government of the NWT	(1,308)	153
Increase in accounts receivable	(20)	(238)
Increase (decrease) in cash and short-term investments	(556)	922
Cash and short-term investments at beginning of the year	7,094	6,172
Cash and short-term investments at end of the year	$6,538	$7,094

Notes to the Financial Statements

March 31, 1992

1. Authority and Mandate

The Arctic College operates under the authority of the Arctic College Act 1986 (2) C.1. The College is a Schedule B Public Agency as listed in the Financial Administration Act.

Under a contribution agreement with the Government of the Northwest Territories dated November 1, 1989, the College receives contributions for its operations and capital requirements, for the administration and delivery of its adult and post-secondary education programs.

Under the terms of this contribution agreement, the College is allowed to retain all surpluses and is responsible for all deficits, with the exception that the College must refund to the Government of the Northwest Territories any surplus resulting from the contribution for services from service departments where the contribution for these services is greater than the expenditures.

The Arctic College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories. The programs are directed specifically to the Northern environment and the needs of individual northerners, the workforce and northern communities. To accomplish this, courses and services are delivered at campuses and communities in the Northwest Territories.

2. Significant Accounting Policies

Basis of Accounting

These financial statements have been prepared by management in accordance with generally accepted accounting principles except that capitalization and valuation of capital assets are in accordance with the accepted practice of most Canadian educational institutions, and with reference to the "Guide to Accounting Principles, Practices and Standards of Disclosure for Universities and Colleges of Canada," published by the Canadian Association of University Business Officers.

Fund Accounting

In order to ensure observance of limitations and restrictions on the use of resources available to the College in accordance with the terms of its contribution agreement and objectives specified by sources outside the College and as determined by the Board of Governors, such resources are classified for accounting and reporting purposes into funds according to the activities or objectives specified. In the financial statements, funds with similar characteristics have been combined into three major funds: General Operating fund, Special Operating fund, and Capital fund.

The General Operating fund accounts for the instructional, student services, administrative and other operational costs financed by contributions, investment income, tuition fees and room and board revenue.

The Special Operating fund accounts for the revenues provided to and the expenditures by the College under contract with other organizations for the development and delivery of programs which are not funded by the annual contribution from the Government of the Northwest Territories.

The Capital fund accounts for funds expended and available for the acquisition of capital assets.

Capital assets

Capital assets are recorded at cost. Furniture and equipment acquired by the Government prior to April 1, 1987, were transferred to the College for $1. No provision for amortization is recorded in the financial statements. The cost of capital assets disposed of is recorded as a reduction in equity in capital assets.

All College campus land and certain buildings occupied by the College are property of the Government of the Northwest Territories. The College is required to pay the operating costs of the buildings.

Deferred revenue

Deferred revenue represents payments received under contract for which the development and delivery of programs has not been completed. These amounts are recorded in income as the work is completed.

Insurance

The insurance of all College capital assets is provided by the Government of the Northwest Territories. All claims for loss of College furniture and equipment are submitted to the Government of the Northwest Territories.

Books and periodicals

Books and periodicals for the library are charged as an expense in the year acquired.

Professional development reserve

The professional development reserve is for the long-term professional development of College instructors. Under the Collective Agreement an amount equal to three percent of the base salary of all indeterminate instructors on strength as at the commencement of the fiscal year is appropriated to the reserve. All charges for long-term professional development reduce the reserve balance.

Donation reserve
The donation reserve is for funds received by the College from donors. These funds are to be expended for specified purposes according to the terms of the donations, with expenditures reducing the reserve balance.

Government contributions
Contributions from the Government of the Northwest Territories are recorded on an accrual basis.

Pension Plan
Employees of the College participate in the Public Service Superannuation Plan administered by the Government of Canada. The employees and the College contribute equally to the cost of the plan. The College's contributions are charged to expenditure on a current year basis, and represent the total pension obligations of the College.

The College is not required under present legislation to make contributions with respect to actuarial deficiencies of the Public Service Superannuation Account and/or with respect to charges to the Canada Consolidated Revenue Fund for indexation payments under the Supplementary Retirement Benefits Act.

3. Accounts Receivable

	1992	1991
	(thousands of dollars)	
Contracts	$1,865	$1,383
Students	149	90
Other	333	854
	$2,347	$2,327

The accounts receivable are net of allowances for doubtful accounts of $339,000 (1991 – $249,000). The above amounts include $1,628,000 (1991 – $1,530,000) due from departments of the Government of the Northwest Territories.

4. Capital Assets

	1992	1991
	(thousands of dollars)	
Furniture and equipment	$3,224	$2,559
Mobile equipment	636	441
Leasehold improvements	567	426
	$4,427	$3,426

5. Accounts Payable and Accrued Liabilities

	1992	1991
	(thousands of dollars)	
Accounts payable	$1,775	$1,316
Employee leave and termination benefits	1,980	1,795
	$3,755	$3,111

6. Due to the Government of the Northwest Territories

	1992	1991
	(thousands of dollars)	
Amounts due for costs incurred by the Government for payroll and operating expenses	$ 706	$1,142
Amounts due to service departments (note 7)	1,256	1,925
Amounts due to other departments	106	-
Refund of contributions to the Government of the NWT (note 7)	-	309
	$2,068	$3,376

7. Related Party Transactions

Under the transfer policy of the Government of the Northwest Territories, certain support services are provided to the College by various government departments.

The College is required to reimburse the Department of Public Works for the actual utility and operating costs of the facilities that the College uses in its activities. The Department of Personnel is reimbursed for the actual employee benefits and recruitment costs of employees of Arctic College.

The transactions with the departments are as follows:

	Costs incurred or fees charged by service departments during the year		Amount outstanding as at March 31	
	(thousands of dollars)		(thousands of dollars)	
Department	1992	1991	1992	1991
Public Works	$4,177	$3,988	$ 768	$1,486
Personnel	1,484	1,245	488	439
	$5,661	$5,233	$1,256	$1,925

The Departments of Finance and Government Services provide, without any charge, services which include the processing of payroll, the provision of insurance and risk management, and the procurement of goods and services.

The College also receives, without any charge, legal counsel from the Department of Justice, internal audit services from the Department of the Executive and translation services from the Department of Culture and Communications.

Through the Department of Education, the College received contributions of $27,764,000 (1991 – $26,641,000) for operations and $902,000 (1991 – $889,000) for capital. During the year the College delivered $1,740,000 (1991 – $1,432,000) of courses on behalf of the Government of the Northwest Territories.

In accordance with the contribution agreement with the Government of the Northwest Territories, the College must refund to the Government any surplus resulting from the contribution for services from service departments where the contribution for these services is greater than the expenses. The related refund of contributions for 1992 is nil (1991 – $309,000).

In addition to those related party transactions disclosed above, the College is related in terms of common ownership to all Government of the Northwest Territories created departments, agencies and Crown corporations. The College enters into transactions with these entities in the normal course of business.

8. Commitments

The College leases student accommodation, classroom space and office equipment under long-term operating lease agreements and is committed to basic rental payments over the next three years as follows:

	(thousands of dollars)
1993	$ 462
1994	102
1995	23
	$ 587

9. Comparative Figures

Certain comparative figures have been changed to conform with the basis of presentation for the current year.

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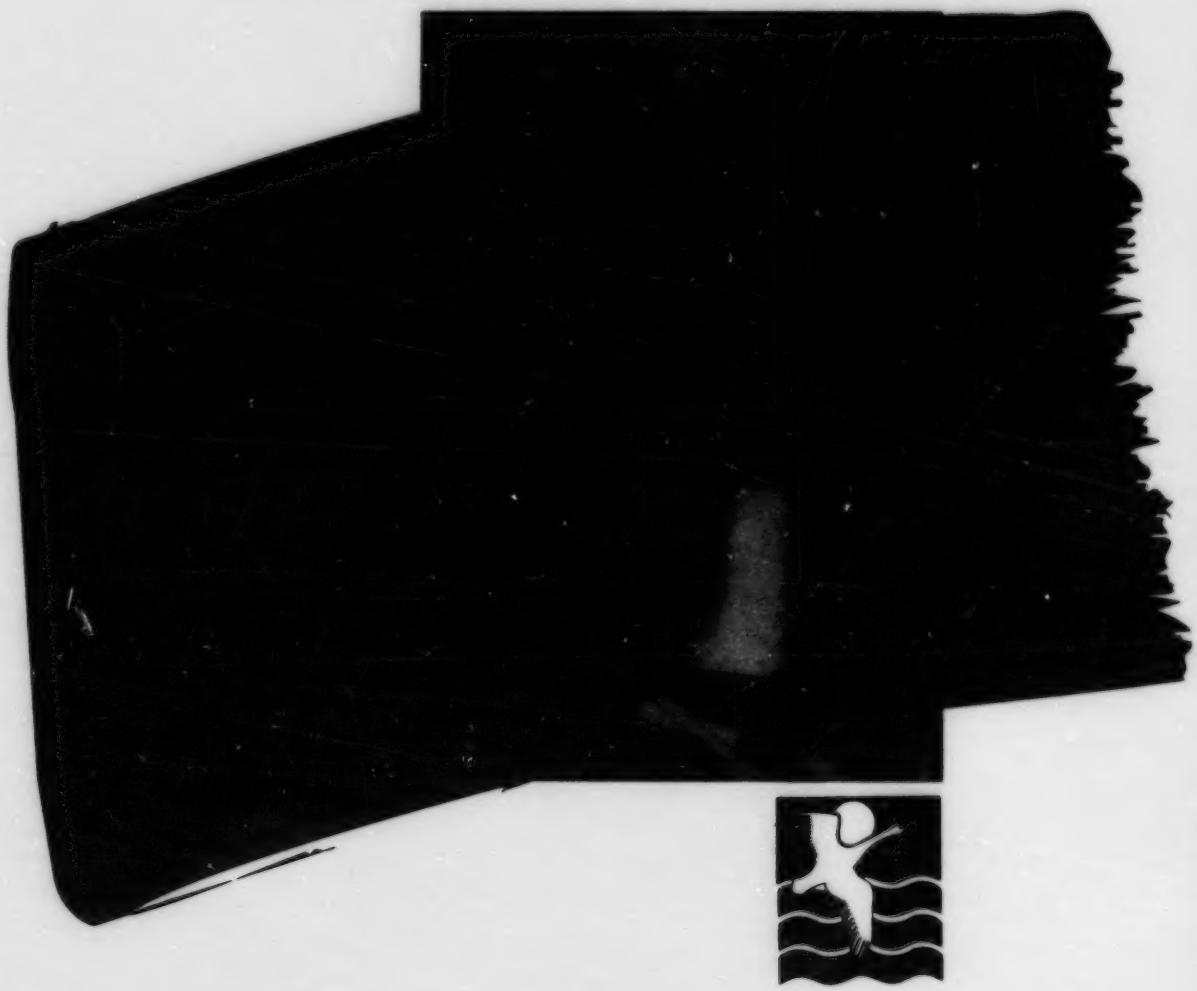

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ᓇᓴᐃᓴᓴᐊᑦ ᐅᓂᒃᑳᑦᑕᖓᓄ 20

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ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖅ ᐊᑕᐅᓯᐅᖅᑎᑦᑐᑦᓗᓂ ᐃᓕᓐᓂᐊᕐᐱᐅᔪᖅ ᐊᐱᕆᖅᑐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᐅᓗᑦ ᐅᑭᐅᖅᑕᖅᑐᒥᐅᓄᑦ ᐃᓄᖕᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᐊᖅᑎᑕᐅᓂᖏᑦ ᐊᑐᐃᓐᓇᐅᑎᑦᑎᑎᑕᐅᓇᓱᐊᕐᒪᑦ.

ᐃᓕᓐᓂᐊᕐᑕᐅᔪᑦᑐᑦ ᐅᑭᐅᖅᑕᖅᑐᖅ ᐊᑦᔨᐅᖅᑕᖅᑐᓄᑦ ᑐᕌᖓᔪᑦᑐᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᑐᑦ ᐊᓄᕙᕐᑕᖅᑐᓄᑦ ᑐᕌᖓᔪᓕᒫᑦ ᐅᑭᐅᖅᑕᖅᑐᒥᐅᓄᓪᓗ ᓄᓇᓕᖕᓄᑦ.

ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖅ ᖃᐅᔨᒪᔪᖅ ᑐᕌᒪᔪᓪᓗ ᐊᑐᕐᑕᐅᔪᓐᓇᕐᑐᓂᒃ ᐊᑐᐃᓐᓇᐅᑎᑕᐅᔪᓐᓇᕐᑐᓂᒡᓗ ᐃᓄᖕᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᓕᕆᓄᑦ ᑭᑐᐃᓐᓇᖕᓄᑦ.

ᑕᒪᓐᓇ ᓴᖅᑭᑎᑕᐅᓯᒪᓂᖓᓂᒃ, ᐃᓕᓐᓂᐊᕐᑕᐅᔪᑦ ᐱᔪᑦᑎᖅᑕᐅᓯᒪᓗ ᐱᓕᕆᐊᕐᔪᑦᑐᑦ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᕐᒥ ᐊᒻᒪ ᓄᓇᓕᖕᓂ ᓄᓇᑦᑎᓐᓂ ᐊᐅᓪᓚᑦᑐᓂ.

ᑕᐃᒪᓐᓇ ᐱᓕᕆᐊᖑᑦ, ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖅ ᐃᑲᔪᐃᓇᓱᑦᑕᐅᔪᖅ ᐊᒻᒪ ᐃᑲᔪᖅᑕᐅᓂᐊᕐᑐᓂᒃ ᐊᒻᒪ ᐱᕙᓪ ᐊᔪᐊᖕᒋᑦᑐᐊᓗᓐᓄᑦ ᓴᖅᑭᑦᑎᕙᓪᓚᑦᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᐊᖅᑎᒋᐊᕐᔪᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔪᑦᑕᐅᓂᕐᑎᐊᕐᓂ.

[redacted]

ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖓᑕ ᑕᐅᕙ ᓴᖅᑭᕐᓚᖓᑦ ᐅᑎᕐᑐᖅ ᐅᑭᐅᑦ ᓴᖅᑭᑉᓗᕐᓂᖏᑦ ᐊᑐᐃᓐᓇᐅᕐᓗᑎᒃ. ᓄᓇᓕᖕᓂ ᐃᓄᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᕐᐱᖏᑦ ᓄᓇᑦᑎᐊᕐᒥᒃ ᑕᐃᒪᖓᓂ 1960-ᓂ. ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᐊᖅᑎᑕᐅᓯᒪᔪᑦ ᐃᓄᖕᓄᑦ ᐃᓕᓐᓂᐊᕐᑐᐃᓐᓇᓕᕐᓗᑦ ᐃᓕᓐᓂᐊᕐᑕᐅᓯᒪᔪᑦ ᐊᒻᒪ ᐅᑭᐅᖅᑕᖅᑐᒥᐅᑦ ᐃᑲᔪᖅᑕᐅᓗᓂ ᐅᑯᓄᖓ ᓵᓚᒃᓯᐊᕐᓂᖏᑦ ᓴᖅᑭᑦᑎᕙᓪᓚᖅᐳᑦ ᓴᓇᔨᐅᔪᑦᑐᑦ ᓴᖅᑭᑦᑎᕙᓪᓚᖅᐳᑦ. ᐃᓗᐊᕐᓗᑎᒃ ᐃᓄᐃᑦ ᐃᓕᓐᓂᐊᕐᐱᖏᓐᓄᑦ, ᓄᓇᓕᖕᓂ ᐃᑲᔪᖅᑐᑦ ᐊᐅᓚᓂᖏᑦ ᐃᓄᐃᑦ ᓴᓇᔨᓂᒃ ᐃᓕᓐᓂᐊᕐᐱᖏᓐᓂ (AVTC) ᔭᐊᕐ ᐃᒋᓚᒥ 1969-ᒥ. ᑲᔪᓯᓂᖓ ᐃᓕᓐᓂᐊᕐᑕᐅᔪᑦ ᐃᓄᖕᓄᑦ ᓴᓇᓂᕐᓂᖏᓐᓄᑦ ᐃᓕᓐᓂᐊᕐᐱᓕᕆᓂᖓ ᐊᐅᓚᑦᑕᐅᓯᒪᔪᖅ ᐃᓕᓐᓂᐊᖅᑐᕐᓂᕐᓂᖏᑦ ᐱᓕᕆᐊᕐᔪᐊᓗᓐᓂᒃ ᐱᔪᓐᓇᕐᓂᐊᕐᑎᓐᓂ ᐱᓕᕆᐊᕐᓂᕐᑐᓂᒃ ᐃᓕᓐᓂᐊᕐᓂᓂᒃ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᐅᓂᖏᓐᓂ. 1970-ᓂ ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᑕᐅᔪᑦ ᐱᓕᕆᐊᕐᔪᐊᓗᑦ ᐃᓗᐊᓗᒃᔪᖅ ᐃᓄᐃᑦ ᓴᓇᔨᓂᒃ ᐃᓕᓐᓂᐊᕐᓂᖓ ᐊᐅᓚᑦᑕᐅᕙᓪᓕᖅᐳᖅ ᑎᑭᑉᐸ ᒪᔨᒥ 1981-ᒥ.

ᐊᖏᓂᕐᒥᓗ, ᐃᓕᓐᓂᐊᖅᑐᕐᓂᕐᒥᒃ ᑲᑎᒪᔨᕐᓗᑦ ᒪᓕᒐᐅᔭᕐᓂᖏᑦ ᐊᐅᓚᑦᑕᐅᔪᖅ ᓄᓇᓕᖕᓂ ᓄᓇᑦᑎᐊᕐᒥ ᐃᓕᓐᓂᐊᕐᐱᑦᑕᐅᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖓᓄᑦ ᐅᖃᐅᓯᕐᒥᒃ ᐊᒻᒪ ᐅᐊᓐᓇᒥ ᓴᖅᑭᑎᑕᐅᔪᖅ. ᑐᓴᕐᓂᖅ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖅ ᓴᖅᑭᑕᐅᔪᖅ ᐃᖅᑲᓇᐃᔭ ᑕᒪᓐᓇ ᐊᐅᓚᑦᑕᐅᔪᓐᓂᐊᕐᒥ. ᑲᑎᒪᔨᕐᓗᑦ ᐃᑲᔪᖅᑕᐅᔪᖅ ᐃᓚᖓ ᑲᑎᒪᔨᓄᑦ ᑲᒪᔪᖅᑕᐅᕙᓪᓕᐊᖅᑐᓂ ᐃᓕᓐᓂᐊᕐᓂᐊᕐᓂᕐᑐᓐᓂ ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᓐᓂᐊᖅᑐᕐᓂᕐᒥ. ᑲᔪᓯᔪᖅ ᑲᑎᒪᔨᐅᑉ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖓ ᐱᕙᓪᓕᔪᑦ 1982-ᒥ ᐃᒪᓐᓇᐃᔪᑦᓗᓂ ᐃᓕᓐᓂᐊᖅᑐᕐᓂᕐᒥ ᒥᓂᔅᑕᕐᓄᑦ ᑲᑎᒪᔨᓄᑦ ᑕᐃᒪ ᐊᐅᓚᓂᕐᓗᓂ ᑎᑭᓪᓗᒍ 1987-ᒧᑦ.

1986-ᒥ, ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖓᑕ ᒪᓕᒐᖅ ᑲᔪᓯᑎᑕᐅᔪᖅ ᓄᓇᑦᑎᐊ ᒪᓕᒐᐅᔭᕐᓂᖏᑦ, ᐊᐅᓚᓂᕐᓗᑎᒃ ᓴᖅᑭᑦᑎᓗᑎᒡᓗ ᐅᑭᐅᖅᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᕐᒥᒃ ᐃᓄᐃᑦ ᐃᓕᓐᓂᐊᕐᐱᖑᓂᐊᕐᓗᓂᓗ ᐃᓕᓐᓂᐊᖅᑎᓐᓂᐊᕐᑐᓗ ᐃᓕᓐᓂᐊᕐᑐᑦ. ᒪᓕᒐᖅ ᓴᖅᑭᑕᐅᓂᖅ ᑲᑎᒪᔨᓐᓂ ᐊᐅᓚᑦᑎᔨᓐᓂ ᑲᒪᔪᖅᑕᐅᕙᓪᓕᐅᑦ ᐊᐅᓚᑦᑕᐅᓂᖏᑦ ᐅᑭᐅᖅᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖓ.

1980 ᖃᖓᑦᓴᕆ, ᐅᖃᐅᓯᕐᑕᐅᓂᖏᑦ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖅ ᐃᓄᐃᓐᓗ ᐃᓕᓐᓂᐊᕐᐱᖏᑦ ᑲᑎᑕᐅᓗᑎᒃ. ᑕᒪᓐᓇ ᑕᐃᒪᓐᓇᐅᓂᖓ ᐱᓕᕆᐊᕐᓂᖏᑦ ᐊᐅᓚᑦᑎᓂᕐᒥᓂᒃ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᑕᐅᔪᓐᓄᑦ ᓴᖅᑭᑦᑎᕙᓪᓕᐊᖅᑐᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔪᓐᓇᕐᓂᖏᑦ. ᐱᓕᕆᐊᖅ 1987-ᒥ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖅ ᑲᑎᑕᐅᔪᖅ ᐃᓄᐃᓐᓗ ᐃᓕᓐᓂᐊᕐᐱᖏᑦ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖓᓗ ᐊᐅᓚᑦᑎᓂᕐᓗᓂ ᐱᕙᓪᓕᐊᓪᓗᓂ 1990-ᒥ ᑲᑎᑕᐅᓂᖅ.

ᐅᓗᒥ, ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖅ ᐊᐅᓚᑦᑕᐅᔪᖅ ᓄᓇᓕᖕᓂ ᐊᐅᓚᑦᑎᑦᑐᓂᓗ ᐊᖏᓂᕐᓴᐅᓂᖓ ᒥᓂᒃ, ᐊᐱᕆᕆᐅᑎᓗ ᐃᓕᓐᓂᐊᕐᐱᐅᔪᑦ ᐊᒻᒪ 30- ᐅᖓᑖᓂᒃ ᐃᓕᓐᓂᐊᕐᐱᑦ ᓄᓇᓕᖕᓂ ᐊᐅᓚᑦᑎᓂ. ᓇᓇ ᐅᖓᓯᓐᓂᕐᓂᖓᓗ 3,376,698 ᑭᓗᒥᑕᓂ. ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᐱᒃᔪᐊᖅ ᐊᑐᐃᓐᓇᐅᑎᑦᑎᔪᖅ ᐃᓕᓐᓂᐊᕐᑕᐅᔪᓐᓇᕐᑐᓂᒃ ᐅᓗᓂᒃ ᐅᓐᓄᓗ ᐃᓚᐃᓐᓇᖅ ᐃᓕᓐᓂᐊᕐᑕᐅᔪᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᑎᓐᓂ ᐃᓄᖕᓄᑦ ᐊᐅᓚᑦᑎᓐᓂ ᐊᑐᐃᓐᓇᐅᑎᑦᑎᔪᖅ.

ᐅᐱᐅᑦᑎᔪᓐ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᓴᖅᑕᐅᓯᒪᔪᖅ ᓯᓚᓚᐅᑎᓪᓗᒍ ᓯᓚᓚᐅᑎᓪᓗᒍ 1988-ᖑᓪᓕᒃᑲᓗᐊ, ᓯᓚᐅᑉᐸᓪ ᐊᑐᐃᓐᓇᕐᓂᐊᕐᓂᖅ ᐊᒻᒪᓗᒃᑐᑦ ᐊᑭᓐᓇᐃᑦᑐᑦ ᐊᒥᓱᓕᕆᔨᒃᑯᑦ ᐅᐱᐅᑦᑎᔪᓐ ᐃᓕᓴᕐᓂᐊᕐᓂᕐᒪᑦ ᐊᑐᓕᕆᓂᖅ. ᐃᓕᓴᕐᓂᐊᖅᑐᓂᒃᑯᑦ ᑎᓴᒪᓂᖅᑐᑦ ᐊᒻᒪᓗᒃᑐᑦ ᐅᓇᓱᒋᔭᐅᓂᖅ ᐅᑎᓪᓗᒍ ᓄᓇᕗᑦ ᐃᓄᐃᑦ ᐊᒻᒪᓗᒃᑐᑦ ᐃᓄᐃᑦ ᐊᑐᓕᕆᓂᖅ

ᐊᑎᓪᓗᒍᓂᒃᑐᑦ ᑲᑎᒪᔨᓄᑦ	ᐊᑐᐊᒃᓴᓪᓗᒍᓂᒃ ᓴᖅᓯᒪᓂᒃ ᑲᑎᒪᔨᓄᑦ	ᑭᓇᐅᔭᓴᓪᓗᒍᓂᒃ ᑲᑎᒪᔨᓄᑦ	ᑭᓇᐅᔭᖅᑎᖏᓐᓂᒃ ᑲᑎᒪᔨᓄᑦ
ᓴᓐ ᐊᐸᓴᓐ ᐃᓕᓴᕐᑕᒃ ᓯᐊᖓ ᑕᓪᓕ ᓂᓗ ᐳᑎᐊ ᑯᓘᓐ ᐳᑎᐅ	ᑯᓘᓐ ᐳᑎᐅ ᐃᓕᓴᕐᑕᒃ ᓴᓇᓐ ᔪᐊᑦ ᔦᓐ ᐃᓯᒋᐊᐸ ᓯᓚ ᓴᐳᑎ ᖃᑦ ᐊᐸᓴᓐ	ᓂᓗ ᐳᓴᓐ ᐃᓕᓴᕐᑕᒃ ᓴᐸᓐ ᑎᓄᖅ ᑕᓐ ᑲᑎ ᓴᓇᓐ ᔪᐊᑦ ᑲᓴᓐ ᑭᓇᐅᔭᖅ ᖃᑦ ᐊᐸᓴᓐ	ᓂᓗ ᐳᓴᓐ ᐃᓕᓴᕐᑕᒃ ᔦᑯᓐ ᑯᓄᒃ ᑯᓘᓐ ᐳᑎᐅ ᖃᑦ ᐊᐸᓴᓐ

ᑲᑎᒪᔨᑦ ᖃᓪᓗᓈᑦᑎᓐᓄᑦ

ᑲᑎᒪᔨᑦ ᐊᑦᓯᓐᓄᑕᑦ ᐄᓕᔪᓐᓇᖅᑐᑦ ᑕᐃᑎᖅᑐᑐᑦ, ᐃᓕᓴᕐᑕᐅᔪᓐᓇᖅᓴᓐ ᓴᓇᓕᒃ ᑕᑦᓂᓕᒫᖅᑐᑦ ᐊᑦ ᓄᓇᕗᑦᑐᖅᑐᓂᒃᓴᓐᓂᑦ ᐃᓕᓴᕐᑕᐅᔪᓐᓇᖅᓴᓐ ᐊᑐᐊᒃᓴᓪᓗᒍᓂᒃᑐᑦ ᐃᓕᓴᕐᑕᒃ ᐃᓕᓴᕐᑕᐅᔪᓐᓇᖅᓴᓐ ᐊᑐᐊᒃᓴᓪᓗᒍᓂᒃᑐᑦ ᐃᓕᓴᕐᑕᒃ. ᐊᑦᓯᓐᓄᑕᑦ ᐄᓕᔪᓐᓇᖅᑐᑦᑎᓐᓂᒃ ᐃᓕᓴᕐᑕᐅᔪᓐᓇᖅᓴᓐ ᐊᑐᐊᒃᓴᓪᓗᒍᓂᒃᑐᑦ ᐃᓕᓴᕐᑕ

ᑐᕆᕙᐃᓂᖏᑦ ᐊᕐᕌᒍᓐᓇᖅᑐᑦ ᓄᓇᕗᑦ

ᓄᓇᕗᑦ 1991-ᒥ, ᐱᓕᕆᔨᑦ ᑲᑎᒪᔨᓕᕐᑐᑦ ᑐᕆᕙᐃᓂᖏᑦᑐᒃ ᓄᓇᕗᒻᒥ ᓇᓗᓇᐃᖅᑐᑦ 1991-92 ᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ ᐅᐱᐅᓴᒋᑦ. ᐱᓕᕆᔨᑦ ᑐᕆᕙᐃᓂᖏᑦᑐᒃ ᐅᐃᓂᖅᓯᓕᕐᑐᑦ:

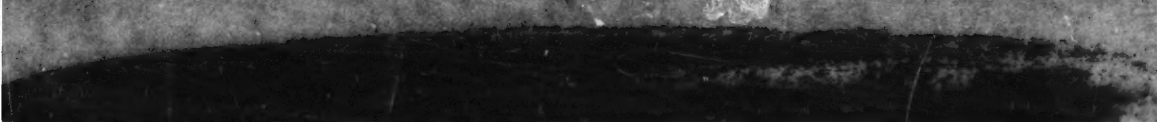
1. ᓇᓗᓇᐃᕐᕕᓂᖅ ᐱᓕᕆᔨᐅᓂᒃᑐᑦ ᐅᖃᓕᒫᖏᑦᑐᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ;
2. ᐊᑐᐃᓕᓴᕐᓂᖅ ᐱᓕᕆᔨᓂᒃ ᐅᐱᐅᓴᒋᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ;
3. ᐊᐅᓚᓂᒃᑐᑦ ᓄᓇᕗᒻᒥ ᐊᑐᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ ᓇᓗᓇᐃᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ ᐊᐅᓚᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ ᐊᐅᓚᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ;
4. ᐊᑐᐅᖃᐅᔾᔨᓕᕐᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ ᐊᐅᓚᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ ᐊᐅᓚᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒋᑦ ᐊᐅᓚᓂᒃᑐ

ᓴᓪᑎᑭᒪᓂᖅ ᑭᓇᐅᔭᓂᒃ ᐊᑐᓗᐊᖅᑕᐃᓕᓂᖅᓯᒪᖅ

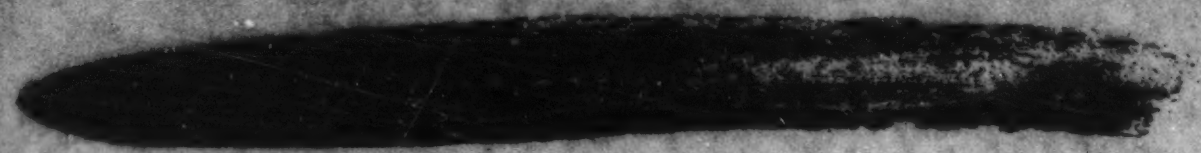
ᐃᓕᓴᕐᕕᐊᓂᐊᕐᓂᒃ ᑲᖏᐅᒪᓕᒡᓗᓂᖅ ᑭᓇᐅᔭᓂᒃ ᐊᑐᓗᐊᖅᑕᐃᓕᓴᕐᓂᓪᓚᕆᐊᓕᒃ ᐊᓯᖏᓐᓄᓕᕆᓂᐊᕐᓂᒃ 1991-92-ᒥ ᐱᓕᒫᑦ. ᐱᓕᕆᓂ ᑐᖓᐅᒪᓴᑎᑭᓚᐅᓕᒃ ᑭᓇᐅᔭᓂᒃ ᐊᑐᓗᐊᖅᑕᐃᓕᓴᕐᓂᓪᓚᕆᐊᓕᒃ ᓴᓇᔨᓕᕆᓂᐊᕐᓂᒃ ᓄᓇᕗᑦᑕ ᐃᓕᓴᕐᓂᓪᓚᕆᐊᓕᒃ. ᓴᓇᔨᓕᕆᓂᐊᕐᓂᒃ, ᑭᓇᐅᔭᓂᒃ ᑲᑎᒪᔨᓂᒃ ᐱᖁᔭᖑᔪᓂᒃ ᓄᓇᕗᑦᑕ ᐃᓕᓴᕐᓂᒃ. ᐱᓕᕆᓂ ᑭᐅᓂᒃ ᑕᒪᑐᒧᐊᖅ ᓇᓗᓇᐃᔭᖅᑐᒥᒃ, ᐃᓚᖓᔪᓐᓇᖅᑐᓂᒃ ᐊᑐᓗᐊᖅᑕᐃᓕᓴᕐᓂᓪᓚᕆᐊᓕᒃ, ᑭᓇᐅᔭᓂᒃᑕᕐᓂᐊᕐᓂᒃ, ᑭᓇᐅᔭᓂᒃᓴᖅᓴᕐᓂᒃ, ᐊᑐᓗᐊᖅᑕᐃᓕᓴᕐᓂᓪᓚᕆᐊᓕᒃ. ᐱᓕᕆᓂ ᑭᖑᓂᖓᓐᓂᑦᓴᖅᑐᓂᒃ ᐊᑐᓗᐊᖅᑕᐃᓕᓴᕐᓂᓪᓚᕆᐊᓕᒃ ᐱᓕᕆᓂᒃ ᐊᓂᓚᐅᖅᓯᒪᓂᒃ ᓴᓇᔨᓕᕆᓂᐊᕐᓂᒃ ᐱᓕᕆᓂᒃ ᐃᓕᓴᕐᓂᒃ ᐊᓂᓚᐅᖅᓯᒪᓂᒃ ᓴᓇᔨᓕᕆᓂᐊᕐᓂᒃ ᐱᓕᕆᓂᒃ ᐊᓂᓚᐅᖅᓯᒪ

ᑲᓇᑕᓐᓂᓕᕆᓂ ᓴᓐᔪᐊ ᒪᑭ 31, 1992 ᓂᓪᓚᐃᕐᓚᑎᓐᓄᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᑭᖑᔪᓐᓇᖅᑐᑦ ᑕᕐᓚᓯᕐᓗᓂ ᐊᓪᓚᑎᓐᓇᕐᓂᓚᐅᖅᑕᒪᒃᑯ ᑭᖑᓂᖅ ᑕᐃᒪᓐᓂᒃ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᒪᓕᒐᓚᐅᖅᑎᓂᖅ, ᐅᓪᓗᒥ ᑕᕐᓚᒃ ᐊᑐᐃᓐᓇᖅᑐᓂᖅ, ᐅᓪᓗᑕᒪᓐᓂ ᐃᓕᓴᕐᓂᐊᕐᓂᒃᑯᑦ ᐱᖓᓱᐊᕐᓂᖓᓂᒃᑯᑦᑎᓪᓗᒍ, ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᐃᓚᖏᓪ ᑲᑎᕐᓂᐊᕐᓂᖅ ᑐᓴᕐᓂᓕᕆᓂᖅ ᐱᓕᕐᓂᐊᕐᓂᖅ ᑐᓴᕐᓂᓕᕆᓂᖅᓄᑦ.

ᐅᓪᓗᑕᒪᓐᓂ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᓴᖅᑭᑐᓂᖅ, ᑐᓴᕐᓂᐊᕐᓂᖅ ᐱᓕᕐᓂᐊᕐᓂᖅᓄᑦ ᑲᖑᓂᖅᑐᑐᒃᓴᓂᖅ. ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᖃᓄᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᓴᓇᓕᒃ ᑭᓪᓗ ᐃᓄᖕᓄᑦ, ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᓴᓇᓕᒃᓴᖅᑭᑐᓂᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᐊᑐᐃᓐᓇᖅᑐᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᐊᑐᐃᓐᓇᖅᑐᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᐊᓪᓚᑎᓐᓇᕐᓂᖅᓄᑦ



ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᐅᖃᐅᓯᖅ ᐃᓕᓴᕐᓂᐊᕐᓄᑦ 1981-82ᒥ ᓄᓇᕗᑦᑕᒫᑦᓯᐊᕐᓂᖅ, ᑐᕌᒐᕐᓂᕐᓄᑦᑕᒫᑦᓯᐊᕐᓂᖅ ᐅᖃᐅᓯᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓄᑦ ᐊᑐᐃᓐᓇᕐᓂᖅᓄᑦ ᓄᓇᕗᑦᑕᒫᑦᓯᐊᕐᓂᖅ ᐅᖃᐅᓯᖅᑐᑦ ᐊᓯᐊᓂᖅᑐᑦ ᑐᕌᒐᕐᓂᕐᓄᑦᑕᒫᑦᓯᐊᕐᓂᖅ. ᐅᖃᐅᓯᖅᑐᑦ ᑐᕌᒐᕐᓂᕐᓄᑦᑕᒫᑦᓯᐊᕐᓂᖅ, ᐃᓕᓴᕐᓂᐊᕐᓄᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ



ᐊᑭᐊᖅ ᐃᓕᓐᓂᐊᕐᓂᖅ

ᐃᓕᓐᓂᐊᕐᓂᖅ ᐃᓕᖅᓯᓂ ᐃᓕᓐᓂᐊᕐᓂᑦᑐᒥᐅᑎᓕᒃᑐᑦ, ᓄᑖ ᓴᓇᓗᒍ ᐃᓕᓐᓂᐊᕐᓂᐊᖅᑐᑦ ᐊᑭᓕᖅᑐᑦ ᑲᒪᑎ ᐃᓚᖓᔪᓂᒃᑯᑦᑎᓐᓂᖅᑐᑦ ᓄᓇᓕᖕᒥ ᐃᓕᓐᓂᐊᕐᓂᐊᖅᑐᑦ ᐱᓕᕆᔨᒃᑯᑦ. ᐱᓕᕆᔨᒃᑯᑦ ᐃᓕᓐᓂᐊᕐᓂᐊᖅᑐᑦ ᐱᓕᕆᔨᒃᑯᑦ ᐃᓕᓐᓂᐊᕐᓂᐊᖅᑐ

ᓴᑎᕐᒥᐅᓂ ᐃᓕᓐᓂᐊᕐᓂᖅ

ᐃᓚᐃᓱᒪᓕᕐᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᕆᔨᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᕆᔨᓂᖅ ᐊᔪᓚᑦᑎᓂ ᐃᓕᓐᓂᐊᕐᓂᖅ ᓴᓇᔨᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᕆᔨᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᖅ, ᐃᓕᓐᓂᐊᕐᓂᕆᔨᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᕆᔨᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐊᓪᓚᖅᑎᓂ ᐃᓕᓐᓂᐊᕐᓂᖅ, ᐃᓕᓐᓂᐊᕐᓂᕆᔨᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐊᓪᓚᖅᑎᓂ ᐃᓕᓐᓂᐊᕐᓂᖅ

ᑎᓪᓗᒍ

ᐃᓕᓐᓂᐊᕐᓂᖅᑐᑦ

ᓯᑎᓐᓄᓕ, 43, ᑕᖃᓐᓇᓕᒫᓂᖅ ᑭᓇᐅᔭ ᓴᓇᓂᓕᒫᖅ ᐊᓂᓚᐅᓂᖅ ᐅᖃᓕᑕᐅᓚᐅᖏᓐᓂᖅ, ᐅᐱᐊᕐᓂᖓᓂᕐᑎᑦ ᓄᑖ ᐱᓕᕆᓂᖅ ᐅᐱᒍᒪᔪᓂᖅ ᐅᖃᓕᒫᓂᖅ ᐊᑐᐃᓐᓇᖅᑐᑦ ᐃᓄᐃᑦ ᐅᖃᓕᒫᓂᖅ ᐅᖃᓕᒫᓂᖅ ᐅᖃᓕᒫᓂᖅ

ᐃᓕᓴᕐᓂᐊᓕᖅ ᐊᑐᐊᓘᑎᒃ ᐊᑐᖅᑕᐅᓯᒪᓂᖅ

ᐃᓕᓴᕐᓂᐊᓕᖅ ᐊᑐᐊᓘᑎᒃ ᐊᑐᖅᑕᐅᓯᒪᓂᖅ

ᐅᓐᓄᓕᒻᒥᐅᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᐱᓕᕆᔨᒃᑯᓗᒃ 1991-92ᒥ ᐱᓕᕆᔨᒋᓕᓕᒫᓂᖅ. ᐊᕐᓇᖅᑐᓂᒃ ᓄᓇᕗᑦ ᓄᓇᓕᖕᒥᓂᖅ ᐱᓕᕆᔨᒃᑯᓗᒃ ᐊᑐᐃᓐᓇᕐᓂᖅᑐᑦ ᐱᓕᕆᔨᒋᓕᓕᒫᓂᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦ ᐊᑐᐃᓐᓇᕐᓂᖅᑐᑦ. ᐱᓕᕆᔨᒋᓕᓕᒫᓂᖅᑐᑦ ᐊᑐᐃᓐᓇᕐᓂᖅᑐᑦ ᐅᖃᓕᒫᖅ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦ ᐱᓕᕆᔨᒋᓕᓕᒫᓂᖅᑐᑦ ᓄᓇᓕᖕᒥᓂᖅ ᐊᑐᐃᓐᓇᕐᓂᖅᑐᑦ ᐱᓕᕆᔨᒋᓕᓕᒫᓂᖅᑐᑦ

ᑎᓕᒃᑲ ᐃᓕᓴᕐᓂᖅᐸᓗᒃ
ᓄᓇᕗᑦ ᐊᒥᓱᓕᕐᓂᐊ

ᖃᐅᔨᓴᕐᔪᒃ ᐃᓕᓴᕐᓂᐊᓕᒃ ᐅᕙᓪᓕᐊᓂᖅ ᑭᓇᐅᔭᖏᓐᓂᒃ ᑲᓇᑕᒥᒃ ᒪᓪ 31, 1992-ᒥ ᑭᓇᐅᔭᓂ ᐊᑐᓂᖅᑐᑦ ᐊᓂᔪᓂᖅᑐᑦᓯᐅᓪᓗ, ᑭᒃᑯᓕᒥᓗ ᐱᖁᑎᖅᑎᓂ, ᖃᐅᔨᒪᓂᕆᔭᓗ ᐊᑐᓂᖅᑐᓄᑦ ᐊᒻᒪ ᐃᓕᓴᕐᓂᐊᓕᒃ ᐊᓂᔪᓂᖅᑐᑦ ᐅᕙᓪᓕᐊᓂᖅ ᓄᓇᕗᒻᒥ ᓄᓇᕗᑦ ᑲᑎᒪᔨᖏᑦ ᐃᓕᓴᕐᓂᐊᓕᒃ ᐊᑐᓂᖅᑐᑦ. ᑕᑯᓗ ᑭᓇᐅᔭᓂ ᑲᑎᒪᔨᓄᑦ ᐃᓕᓴᕐᓂᐊᓕᒃ ᐊᑐᓂᖅᑐᑦ ᐱᓕᕆᔨᒃᑐᓂ, ᑭᓇᐅᔭᓂ ᑲᑎᒪᔨᓄᑦ ᐃᓕᓴᕐᓂᐊᓕᒃ ᐊᑐᓂᖅᑐᑦ ᐱᓕᕆᔨᒃᑐᓂ ᐊᑐᖅᑕᐅᓂᖅ ᐃᓕᓴᕐᓂᐊᓕᒃ ᐊᑐᓂᖅᑐᑦ ᐱᓕᕆᔨᒃᑐᓂ ᑲᑎᒪᔨᓄᑦ

ᑭᓇᐅᔭᓕ ᐅᓂᒃᑳᖅᑎᑦᑎᓂᖅ

ᐱᓕᕆᔨᓂᖅ ᒪᐃ 31, 1992-ᒥ
(ᑎᑎᕋᕐᓗᒋᑦ)

	1992	1991
ᐊᖏᓂᖅᐳᑦ		
ᑭᓇᐅᔭᓕ ᑐᑭᓯᐊᓂ ᐊᑲᓇᓱᒋᐊᖅᑐᑦ	$ 6,538	$ 7,094
ᐊᓂᐊᑎᖃᓚᐅᖅᑐᑦ (ᓄᓇᕗᑦ 3	2,347	2,327
ᐊᑐᕐᓇᓂᒃ ᐊᖏᓂᖅ (ᓄᓇᕗᑦ 4)	4,427	3,426
	$13,312	$12,847
ᐊᓂᐊᑎᖃᓚᐅᖅᑐᑦ, ᓇᓱᓐᓂᕐᓂᖅᐳᑦ, ᑭᓇᐅᔭᓕ ᐅᓂᒃᑳᖅᑎᑦᑎᓂᖅ ᐸᐸᑎᓪᓗᒍ		
ᐊᓂᐊᑎᖃᓚᐅᖅᑐᑦ ᐊᐅᓚᑦᑎᓂᒃ ᑲᑎᓂᐅᔪᓂᒃ (ᓄᓇᕗᑦ 5)	$ 3,755	$ 3,111
ᑲᔪᓯᓇᐅᑎᓪᓗᒋᑦ ᑭᓇᐅᔭᓕ	607	763
ᐊᓂᐊᑎᖃᓚᐅᖅᑐᑦ ᓄᓇᕗᒻᒥ ᑲᑎᕐᕕᐅᓂᖅ (ᓄᓇᕗᑦ 6)	2,068	3,376
	6,430	7,250
ᐊᖏᓂᖅᐳᑦ ᐊᑐᕐᓇᓂᒃ	4,427	3,426
ᑭᓇᐅᔭᓕ ᐅᓂᒃᑳᖅ:		
ᐅᓪᓗᕈᓯᓕᖅ - ᐊᑲᐅᙵᔪᓂᒃ	445	511
- ᐊᑐᐊᓕᕆᔨᙵᔪᓂᒃ	1,207	1,192
ᐊᑐᕐᓇᓂᒃ	371	130
	2,023	1,833
ᐸᐸᑎᓪᓗᒍ:		
ᐱᓕᕆᔨᓄᑦᓯᔪᓂᒃ ᐊᑐᐊᓕ	294	252
ᐃᓅᓯᐊᓕ	138	86
	432	338
	$13,312	$12,847

ᐊᓯᖏᑐᐊᓘᑦ ᑲᑎᒪᔨᓂᒃ:

ᐃᓅᓯᐊᓂᒃᑯᑦ ᑲᑎᒪᔨᓂᒃ

ᐊᓯᖏᑐᐊᓘᑦ ᐅᓪᓗᕈᓯᓂᒃ:

ᐊᑕᓐᓇᖅᑐᒥ

ᐃᓅᓯᐊᓂᒃᑯᑦ ᑭᓇᐅᔭᓕᕆᓂᖅ ᑲᑎᒪᔨᖏᓪᓗᓂᒃ

ᐊᑕᓐᓇᖅᑐᒥ, ᑐᓴᕐᓂᖅ - ᑭᓇ- ᐅᓂᒃᑳᖅᑎᑦᑎᓂᒃᓴᓂᒃ

ᑭᓇᐅᔭᖏᓂᒪᑦ ᐅᓂᒃᑲᑎᐅᓂᖅᑐᑦ ᐊᑐᖏᑕᐅᓂᐊᕐᑐᑦ ᐊᓯᐊᓂᖓᔪᖑᑦ ᑭᓇᐅᔭᑎᒍᑦ ᐅᑭᐅᑦ ᓄᓇᖓᒍᓇᓂᑦ

ᒪᓕᒃ 31, 1992-ᒥ ᑭᓂᖅᖏᓂᒃ
(ᑕᐃᓐᑕᓇᓂᑦᑐᑦ)

	ᐱᓇᑐᐃᓇᓂᑦ ᐊᐅᓚᑦᑎᐊᕐᓂᑦ		ᐊᑐᐃᓐᓇᑦ		ᐊᑐᖃᖏᑦᑕᒧᓇᑦ ᐊᑐᐃᓐᓇᑦ		ᓯᑎᓂᑦ	
	1992	1991	1992	1991	1992	1991	1992	1991
ᐱᓇᑦᖏᓂᒪᑦ								
ᐃᒪᐃᑦ (ᓄᓇᕗᑦ 7)	$27,039	$26,446	$902	$ 889	$ 725	$ 195	$28,666	$27,530
ᑲᑎᒪᔨᑕᐅᑦ ᐱᓇᑦᑐᑦ					4,451	3,826	4,451	3,826
ᐱᓇᑦᖏᖅᑕᐅᑦ ᐱᓇᑦᑐᑦ	773	1,124	29	35	194	241	996	1,400
ᐃᓕᓴᐅᔪᖏᑎᒃᓴᑦ ᐊᑐᓂᑦ	506	318			288	263	794	581
ᑐᓴᐅᐱᐅᓚᑦ ᓂᓕᓂᒪᓂᑦ	571	518			19	36	590	554
ᐃᒪᐃᑦ	324	28	66			52	390	80
ᐊᓯᑦ	183	94			13	65	196	159
ᓄᓕᒃᓴᑦ ᐱᓇᑦᖏᓂᒪᑦ	29,396	28,528	997	924	5,690	4,678	36,083	34,130
ᐊᑐᖅᑕᐅᑦ								
ᐱᓇᑦᓂᒋ, ᐊᓂᓕᑎᒋ, ᐃᓕᓴᐅᓚᓕᒃ	18,961	16,825			2,456	2,387	21,417	19,212
ᑕᐃᒪᓐᓇᖅ ᐱᓂᓕᐊᑎᑦ	4,625	4,412					4,625	4,412
ᑲᑎᒪᔨᑕᐅᑦ ᐱᔨᑎᖏᑦ	2,025	1,598			1,093	642	3,118	2,240
ᐱᓕᑎᓂᑦ ᓄᓇᖓᑕᓂᒃ	1,434	1,795			340	378	1,774	2,173
ᐃᖃᓗᓕᒫᒋᓕ ᐊᐅᓚᓕᒫᒃ	957	1,179			757	475	1,714	1,654
ᓂᐅᐱᑕᐅᓂᖓᓂᑦ ᐊᑐᐃᓐᓇᑦ ᐱᓕᒥᑦ			998	1,034	3	52	1,001	1,086
ᓂᐅᐱᑕᐅᓂᖓᓂᑦ ᐱᔨᑎᖏᑦ	749	778			116	114	865	892
ᐊᑦᓂᒋᓕ ᐊᑦᓂᑕᑭᓐᓄᑦᓗ	588	471			265	332	853	803
ᐃᓕᑕᐅᑦᑐᑦ	432	352					432	352
ᓄᓇᕗᑦ ᐊᑐᖅᑕᐅᑦ	29,771	27,410	998	1,034	5,030	4,380	35,799	32,824
ᐊᒥᓱᓕᒃ (ᐊᓂᑕᓂᒃ)								
ᐱᓇᑦᖏᓂᒪᓕᓂᐊᑐᖅᑕᐅᓂ CLᐃᓐᓂ	(375)	1,118	(1)	(110)	660	298	284	1,306
ᐅᓂᖃᓂᓕᐅᖅᑕᓂᑦ ᐅᑭᐅᑦ ᐱᑎᑦᓂᓚᓂ	511	(239)	130	240	1,192	894	1,833	895
ᐱᓇᑦᑦ ᐃᓗᐊᓂ ᐱᓂᓐᓄᑦ ᐱᐅᑦ ᓄᓇᖓᑕᐅᑦ	403		242		(645)			
ᐅᑎᖑᑎᑕᐅᑦ ᐃᓕᓴᐅᑦ ᓄᓇᑎᑦᑐᑦ ᒪᓕᒐᓱᐊᕐᓂᑦ (ᓄᓇᕗᑦ 7)		(309)				(309)		
ᐃᓕᓐᓂᐊᕐᓂᖅᑕᐅᓂᑦ ᐱᓇᑦᑐᐃᑦ ᐊᑐᐃᓐᓇᓂᑦ:								
ᖃᐅᔨᓴᓂᐅᑦ	(42)	(46)					(42)	(46)
ᐱᒋᐊᕐᓂᑎᑦᑕᐅᓂᖓᓂᑦ ᐃᓕᓴᐅᑦ	(52)	(13)					(52)	(13)
ᐅᓂᖃᖏᑦ ᐅᑭᐅᑦ ᓄᓇᖓᑕᐅᓂ	$ 445	$ 511	$ 371	$ 130	$1,207	$ 1,192	$ 2,023	$ 1,833

ᐅᓂᒃᑲᕈᑎᓂᖅ ᐱᖁᑎᓕᕆᔨᓂᖅ ᐊᐃᑐᔪᓐᓇᓂᖅ

ᐅᐱᒋᔭᐅᓂᖅ ᓴᓇᔨᓂᖅ ᒪᓕᒐᓂ 31, 1992
(ᑕᕆᐊᒃᑕᓂᑦᑐᑦ)

	1992	1991
ᐅᓴᐃᓂᓕᕆᔨᓂᖅ ᐅᐱᒍᓐᓇᖅ ᐱᓕᕆᓂᖅ	$3,426	$2,340
ᓂᐅᐱᑕᐅᓂᖅ ᐊᐃᑐᔪᓐᓇᖅ ᐱᖁᑎᓕᖅ ᐅᐱᒍᓐᓇᖅ	1,001	1,086
ᐅᓴᐃᖅ ᐅᐱᒍᓐᓇᖅ ᓴᓇᔨᓂᖅ	$4,427	$3,426

ᐅᓂᒃᑲᕈᑎᓂᒃᑯᑦ ᖃᐅᔨᒪᓂᕐᒥᓂᖅ ᐊᑐᕐᓂᑦᑕᓂᖅ

ᐅᐱᒍᓐᓇᖅ ᓴᓇᔨᓂᖅ ᒪᓕᒐᓂ 31, 1992-ᒥ
(ᑕᕆᐊᒃᑕᓂᑦᑐᑦ)

	1992	1991
ᐅᓴᐃᓂᓕᕆᔨᓂᖅ ᐅᐱᒍᓐᓇᖅ ᐱᓕᕆᓂᖅ	$ 252	$ 206
ᐃᓕᓴᐊᑕᐅᓂᖅ ᐸᓗᐅᔭᕐᓂᒃᑯᑦ ᐊᐅᓚᑦᑎᐊᕐᓂᒃᑯᑦ ᐸᓗᐅᔭᓂᒃᑯᑦ ᐅᐱᒍᓐᓇᖅ ᐱᓕᕆᓂᖅ ᐱᓕᕆᔨᓂᖅ	162	159
ᐅᓪᓗᑎᒃᑐᓂᖅ ᐸᓗᐅᔭᕐᓂᒃᑯᑦ ᐊᐅᓚᑦᑎᐊᕐᓂᒃᑯᑦ ᐸᓗᐅᔭᓂᒃᑯᑦ ᐅᐱᒍᓐᓇᖅ ᐱᓕᕆᓂᖅ ᐊᓂᐅᑕᐅᓂᕐᒥᔪᓂᒃᑯᑦ	(120)	(113)
ᐅᓴᐃᖅ ᐃᓕᓴᐊᑕᐅᓚᐅᖅᑐᓂᖅ ᐸᓗᐅᔭᓂᖅ	42	46
ᐅᓴᐃᖅ ᐅᐱᒍᓐᓇᖅ ᓴᓇᔨᓂᖅ	$ 294	$ 252

ᐅᓗᖅᓂᒃᑲᕈᑎᓂᖅ ᐃᑲᔪᑎᑐᓂᖅ ᐸᐸᑎᑐᓂᖅ

ᐅᐱᒍᓐᓇᖅ ᓴᓇᔨᓂᖅ ᒪᓕᒐᓂ 31, 1992-ᒥ
(ᑕᕆᐊᒃᑕᓂᑦᑐᑦ)

	1992	1991
ᐅᓴᐃᓂᓕᕆᔨᓂᖅ ᐅᐱᒍᓐᓇᖅ ᐱᓕᕆᓂᖅ	$ 86	$ 73
ᐃᑲᔪᑎᑐᓂᖅ ᐅᐱᒍᓐᓇᖅ	390	87
ᐊᑎᓕᑐᓂᖅ ᐅᐱᒍᓐᓇᖅ	(338)	(74)
ᐅᓴᐃᖅ ᐃᓕᓴᐊᑕᐅᓚᐅᖅᑐᓂᖅ ᐸᓗᐅᔭᓂᖅ	52	13
ᐅᓴᐃᖅ ᐅᐱᒍᓐᓇᖅ ᓴᓇᔨᓂᖅ	$ 138	$ 86

ᐅᓂᒃᑲᑎᒃᓴᓕᐅᔪᒃ ᑭᓇᐅᔭᖅ ᐊᕐᕌᒍᓱᓂᐅᔪᒃ ᐃᓕᓴᕐᕕᓂᖅᐅᔪᓂᒃ

ᐅᑎᕐ ᓄᓇᕗᑦ Ɬᕐ 31, 1992
(ᑕᐃᒪᐃᓕᓴᐃᓐᓇᓕᒫᑦ)

	1992	1991
ᐊᐅᓚᑦᑎᐊᕐᓇᐅᔪᒃ ᐱᓕᕆᔨᖅ		
ᐊᑐᐊᓗᒃ ᑭᓇᐅᔭᕐᓂᒃᓴᓂᐅ ᐊᐅᑕᐅᓂᖅ	$ 284	$1,306
ᑭᓇᐅᔭᓕᑕᓄᑦ ᐊᐅᓚᓂᖓᓄᑦᑐᑦ ᓴᓇᔨᓈᑦᓴᑦ		
ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᐃᓱᒪᓈᐃᓕᑦᑐᑦ ᐅᑦᓯᕐᓗᓂᖅ ᐊᒻᒪᓗ		
ᓄᓇᕗᑦᓴᓂᒃ ᐃᓚᖓᑦ	185	114
ᐅᓂᒃᑳᖅᑎᓂᒃ ᑭᓇᐅᔭᒃ ᐃᓚᖓᑦ ᓇᓂᑎᖅ ᓴᕐᓗᒍᓱᑎᓄᑦ	-	(309)
	469	1,111
ᐃᓕᓴᕆᔨᖅ ᐊᕐᓂᑎᓄᑦ ᐊᕐᓇᐅᑎᓪᓗᓂᒃ	459	47
ᒥᔪᓂᕐᓂᒃ ᑭᒃᑯᓂᕆᔨᓂ ᑭᓇᐅᔭᕐᓂᒃᓴᓂᐅ	(156)	(151)
ᐃᓕᓴᕐᓂ (ᒥᔪᓂᕐᓂᒃ) ᐊᕐᓇᐅᑎᓂᕐᒥᔪᓂᒃ ᓇᓂᑎᖅ ᓴᕐᓗᒍᓱᑎᓄᑦ	(1,308)	153
ᐃᓕᓴᕐᓂ ᐊᕐᓇᐅᔪᓪᓗᓂᒃ	(20)	(238)
ᐃᓕᓴᕐᓂ (ᒥᔪᓂᕐᓂᒃ) ᑭᓇᐅᔭᓕᑕ ᐊᑲᓂᕐᒥᑎᐅᓂᒃᑐᓂᒃᓴᓂᐅ	(556)	922
ᑭᓇᐅᔭᓕᑕᓄᑦ ᐊᑲᓂᕐᒥᑎᓂ ᑭᓇᐅᔭᖏᓂᐅᑎᓂᒃᓴᓂᒃ ᐅᑭᐅ ᐱᓕᕆᔨᖅ	7,094	6,172
ᑭᓇᐅᔭᓕᑕᓄᑦ ᐊᑲᓂᕐᒥᑎᓂ ᑭᓇᐅᔭᖏᓂᐅᑎᓂᒃᓴᓂᒃ ᐅᑭᐅ ᓄᓇᕗᑦ	$6,538	$7,094

ᐅᓂᖅᖃᕐᑕᐅᔪᑦ ᑭᓇᐅᔭᑦ ᖃᓄᐃᓕᓴᕐᓂᖅᓯᓐᓂᒃ ᓄᓇᓕᖕᓂᑦ

ᒪᓕᒃ 31, 1992

1. ᓴᓇᕐᓂᓂᖅᓯᓐᓂᒃ ᐱᓕᕆᔨᖅᓯᓐᓂᒃᓴᓐᓂ

ᐅᐱᑎᕐᑐᑦ ᐃᓕᓴᕆᔨᖅᑕᐅᓂᖅ ᓴᓇᕐᓂᓂᖅᓯᓐᓂᒃ ᐅᐱᑎᕐᑐᑦ ᐃᓕᓴᕆᔨᖅᑕᐅᓂᖅ ᒪᓕᒃᖁᓕᓐᓂᖅ 1988(2) C.1. ᐃᓕᓴᕆᔨᖅᑕᐅᓂᖅ ᓄᓇᓕᖕᓂᒃᓴᓐ B ᐊᐱᕐᓯᒪᓂᖅᓴᓐ ᒪᓕᒪᓐᓂᖅ ᐱᓇᓱᐊᕐᓂᖅ ᓄᓇᕗᑦᓯᓐᓂᒃ ᑭᓇᐅᔭᑦ ᐅᓪᓗᑎᒃᓴᖅᓯᒪᓂᖅ ᒪᓕᒪᓐᓂᖅ.

ᐊᖏᖅᑎᑦᑎᓂᐅᓕᖅ ᓄᓇᕗᑦ ᒪᓕᒪᓐᓂᖅᓯᒪᓂᖅ ᐊᖏᖅᑎᖅᓯᒪᓂᐅᓪᓚᕆᔨᖅᑕᐅᓂᖅ ᓄᓇᓕᖕᓂᒃ 1, 1989-ᒥ. ᐃᓕᓴᕆᔨᖅᑕᐅᓂᖅ ᑭᓇᐅᔭᑦᑎᓂᐅᔪᓂᒃᓴᓐ ᐅᓪᓗᑎᒃᓴᖅᓯᒪᓂᖅ ᐊᑐᐃᓐᓇᖅᑐᑦ, ᐅᓪᓗᑎᒃᓴᖅᓯᒪᓂᒃᓴᓐ ᐃᓕᓴᕆᔨᖅᑕᐅᓂᖅ ᐃᓄᐃᑦ.

ᐊᒡᒍᓂ ᐊᖏᖅᑎᖅᑐᑦ ᐃᓚᖏᓐᓄᑦ, ᐃᓕᓴᕆᔨᖅᑕᐅᓂᖅ ᑕᑯᓯᓚᐅᖅᑎᓂᖅᓴᓐ ᑕᒪᐃᓐᓄᑦ ᐋᒥᐊᓂᖅᓄᑦ ᐊᒻᒪᓗ ᐃᓚᖓᔪᓐᓇᖅᑐᑦᓴᓐ ᑕᒪᐃᓐᓄᑦ ᐋᒥᐊᓂᖅᓄᑦ, ᑕᑯᓯᓚᐅᖅᑎᓂᖅᓴᓐ ᑕᒪᐃᓐᓄᑦ ᐊᒻᒪᓗ ᐊᖏᖅᑎᖅᑐᑦ ᐅᓪᓗᑎᒃᓴᖅᓯᒪᓂᒃᓴᓐ ᓄᓇᓕᖕᓂᒃ ᐃᓕᓴᕆᔨᖅᑕᐅᓂᖅ ᓄᓇᕗᑦ ᐱᓕᕆᔨᖅᓯᒪᓂᖅ ᐋᖅᑭᒃᑯᓐᓂᖅ ᐊᖏᖅᑎᖅᑐᑦ ᐃᓚᖏᓐᓄᑦ ᐊᒻᒪᓗ ᐊᖏᖅᑎᖅᑐᑦ ᐅᓪᓗᑎᒃᓴᖅᓯᒪᓂᒃᓴᓐ ᓄᓇᓕᖕᓂᒃ ᐃᓕᓴᕆᔨᖅᑕᐅᓂᖅ ᐅᓪᓗᑎᒃᓴᖅᓯᒪᓂᖅ ᐊᓂᓕᖅᑐᑦ ᐅᓪᓗᑎᒃᓴᖅᓯᒪᓂᒃᓴᓐ

3. [illegible]

	1992	1991
	(000's)	
[illegible]	$1,865	$1,383
[illegible]	149	90
[illegible]	333	854
	$2,347	$2,327

[illegible] $339,000 (1991- $249,000). [illegible] $1,828,000 (1991 - $1,530,000) [illegible].

4. [illegible]

	1992	1991
	(000's)	
[illegible]	$3,224	$2,559
[illegible]	636	441
[illegible]	567	426
	$4,427	$3,426

5. [illegible]

	1992	1991
	(000's)	
[illegible]	$1,775	$1,316
[illegible]	1,980	1,795
	$3,755	$3,111

6. ᐊᑭᓕᓕᐅᔨᓂᖅ ᓄᓇᕗᑦ ᓄᓇᓕᖕᓂᖅ ᓴᓇᔨᓂᖅ

	1992	1991
	(ᑲᓇᑕᒥᓂᖅ)	
ᐊᑭᓕᓕᐅᔨᓂᖅ ᑲᑎᒪᔨᓂᖅ		
ᓄᓇᕗᑦ ᓴᓇᔨᓂᖅ ᐊᑭᓕᓕᐅᔨᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ	$ 706	$1,142
ᐅᖃᓕᒫᑦ ᐊᑭᓕᓕᐅᔨᓂᖅ ᐱᓕᕆᔨᐅᑎᓂᖅ ᐱᓇᓱᐊᓂᖅ (ᓂᐲᑦ 7)	1,256	1,925
ᐅᖃᓕᒫᑦ ᐊᑭᓕᓕᐅᔨᓂᖅ ᐊᑐᖅᓯᓂᖅ ᐱᓇᓱᐊᓂᖅ	106	-
ᐅᑎᕕᒃᑐᓂᖅ ᐃᓚᐅᑎ		
ᓄᓇᕗᑦ ᓴᓇᓕᖕᓂᖅ (ᓂᐲᑦ 7)	-	309
	$2,068	$3,376

7. ᐊᑐᐃᓕᕆᔨᒪᔪᓂᖅ ᑎᒥᐅᔨᓂᖅ ᐱᓕᕆᔨᐅᑎᓂᖅ

ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ ᐅᑎᕕᒃᑐᓂᖅ ᐃᓄᐃᑦ ᐊᑐᐃᓕᕆᔨᒪᔪᓂᖅ ᑲᑎᒪᔨᓂᖅ ᐊᑭᓕᓕᐅᔨᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᖅ ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ ᐃᓄᐃᑦ ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ ᓴᓇᔨᓂᖅ ᐊᑭᓕᓕᐅᔨᓂᖅ ᑲᑎᒪᔨᓂᖅ ᐅᑎᕕᒃᑐᓂᖅ ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ.

ᓄᓇᕗᑦ ᓴᓇᔨᓂᖅ ᐊᑭᓕᓕᐅᔨᓂᖅ ᐃᓄᐃᑦ ᐊᑐᐃᓕᕆᔨᒪᔪᓂᖅ ᓄᓇᕗᑦ ᓴᓇᓕᖕᓂᖅ, ᐱᓕᕆᔨᐅᑎᓂᖅ ᐊᑐᐃᓕᕆᔨᒪᔪᓂᖅ ᐃᓄᐃᑦ ᐊᑐᐃᓕᕆᔨᒪᔪᓂᖅ ᐊᑭᓕᓕᐅᔨᓂᖅ ᓴᓇᔨᓂᖅ ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ ᐱᓇᓱᐊᓂᖅ ᐃᓄᐃᑦ ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ ᐊᑭᓕᓕᐅᔨᓂᖅ ᐅᑎᕕᒃᑐᓂᖅ ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ ᐊᑭᓕᓕᐅᔨᓂᖅ ᑲᑎᒪᔨᓂᖅ ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ.

ᐊᑐᐃᓕᕆᔨᒪᔪᓂᖅ ᐊᑐᖅᓯᓂᖅ ᐃᓄᐃᑦ ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ:

ᐊᑐᖅᓯᓂᖅ	ᐊᑭᓕᓕᐅᔨᓂᖅ ᐅᑎᕕᒃᑐᓂᖅ ᐊᑐᖅᓯᓂᖅ ᐃᓄᐃᑦ ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ		ᐊᑭᓕᓕᐅᔨᓂᖅ ᑲᑎᒪᔨᓂᖅ ᐊᑐᖅᓯᓂᖅ ᐃᓄᐃᑦ ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ	
	(ᑲᓇᑕᒥᓂᖅ)		(ᑲᓇᑕᒥᓂᖅ)	
	1992	1991	1992	1991
ᑎᑎᕋᕐᓂᖅ	$4,177	$3,988	$ 768	$1,486
ᐃᓚᖃᐃᓕᓴᕆᔨᓂᖅ	1,484	1,245	488	439
	$5,661	$5,233	$1,256	$1,925

ᐃᖅᑲᐃᓯᔨᐅᔪᒥᒃ ᑲᑎᒪᔨᖏᓐᓄ ᐱᔪᓐᓇᐅᑎᔪᑦ ᐊᐃᑉᐸᕆᕐᑎᒋᓐᓂᖅ ᐊᕐᕌᒍᓂᒃ ᐱᔪᓐᓇᐅᑎᕗᖅ, ᐱᓕᕆᐊᖑᓂᐊᕐᑐᕐᓂ ᐊᕐᕌᒍᓂᖏᓐᓂ, ᓇᓪᓕᐅᓂᖏᓐᓂ ᐊᑐᖅᑕᐅᓂᖏᓐᓄ ᐱᕙᓪᓕᐊᔪᓐᓂ ᐊᒻᒪ ᐱᓕᕆᐊᖑᔪᑦ ᐱᔪᓐᓇᐅᑎᔪᓄ.

ᐃᓕᓐᓂᐊᕐᕕᒃᓴᖅ ᐊᕐᕌᒍᐊᓂᐊᕐᑐᖅ, ᒪᓕᒐᕐᓂ ᐃᓚᒋᔭᐅᔪᓐᓂ ᐃᖅᑲᐃᓯᔨᒥᓂᒃ, ᓇᓚᐅᑦᑕ ᓇᓚᐅᑦᑐᓂ ᐊᑐᖅᑕᐅᔪᓄ ᑐᑭᓯᓂᐊᕐᓂᖅ ᐱᔪᓐᓇᐅᑎᓂ ᐅᖃᐅᓯᕐᓂ ᐃᓕᓐᓂᐊᕐᓂᓂᒃ.

ᐃᓕᓐᓂᐊᕐᑎᓂᖏᑦ, ᐃᓕᓐᓂᐊᕐᕕᒃ ᐊᑐᐊᒐᕐᑕᖅ $27,764,000-ᓂ (1991- $26,641,000) ᐊᑐᖅᑕᐅᔪᓐᓂ ᐊᒻᒪ $902,000 (1991 -$889,000) ᐊᑐᐃᓐᓇᑦ. ᐅᑯᓄᖓ ᐃᓕᓐᓂᐊᕐᕕᒃ ᐊᑐᐊᒐᑦ ᐱᓇᓱᐊᕐᓂ ᐅᖃᐅᓯᕐᓂ $1,740,000 (1991 - $1,482,000) ᐃᓕᓐᓂᐊᕐᑎᓂᖏᓐᓄ ᓄᓇᕗᑦ ᑲᑎᒪᔨᑦ ᑭᖑᓂᐊᓂ.

ᒪᓕᒐᓂ ᐊᑐᖅᑕᐅᔪᑦ ᓄᓇᕗᑦ ᑲᑎᒪᔨᑦ ᐊᑐᐃᓐᓇᕈᕐᑎᑕᐅᔪᓐᓂ, ᐃᓕᓐᓂᐊᕐᕕᒃ ᐅᑎᕐᑎᕐᑎᓪᓗᒍ ᓄᓇᕗᑦ ᑲᑎᒪᔨᖏᓐᓄ ᐊᕙᑎᓂ ᐱᔪᓐᓇᐅᑎᒋᓪᓗᓂ ᐱᓕᕆᐊᖑᓂ ᐃᑲᔪᕐᑐᓂ ᐊᐅᓚᓂᑦᑎᓂᖏᓐᓂ ᑭᓇᒃᑯᑦ ᐊᑐᖅᑕᐅᔪᓐᓂ ᐱᔪᓐᓇᐅᑎᓂᑦ. ᐅᑎᕐᑎᓯᔪᖅ ᐊᑐᖅᑕᐅᔪᑦ 1992-ᒥ ᐱᑕᖃᖅᑐᑦ (1991 - $500,000).

ᖃᓄᑦ ᐱᓕᕆᐊᖑᔪᓐᓂ ᐃᓗᓯᕐᓂ, ᐅᑯᓂᖓ ᐃᓕᓐᓂᐊᕐᕕᒃ ᐱᓕᕆᐊᕐᓂ ᓄᓇᕗᑦ ᑲᑎᒪᔨᑦᑕ ᐱᓕᕆ ᐱᔪᓐᓂ ᑕᐅᑦᑐᑎᑦᑎᓂᖏᓐᓄ ᐊᐅᓚᓂᖏᓐᓄ ᐊᑐᐃᓐᓇᖑᐃᓐᓇᖅᑐᑦ. ᐃᓕᓐᓂᐊᕐᕕᒃ ᐱᓕᕆᐊᖑᔪᑦ ᑕᒪᓐᓇ ᐱᓕᕆᐊᖑᔪᑦ ᐊᑐᖅᑕᐅᑎᓐᓄ.

8. ᐱᓕᕆᐊᖕᒍᓂ ᐊᖏᓂ ᕿᑦᑕᐅᔪᑦ

ᐃᓕᓐᓂᐊᕐᕕᒃ ᐊᑐᐊᒐᕐᑕᖅ ᐃᓕᓐᓂᐊᕐᑐᑦ ᑐᕌᕐᑎ ᐱᔪᓐᓂ, ᐃᓕᓐᓂᐊᕐᕕᓂ ᐊᒻᒪ ᑎᑎᕋᕐᕕᔪᑦ ᐃᓕᓐᓂᐊᓂ ᐊᑐᖅᑕᐅᔪᓐᓂ ᐊᑭᓕᖅᑐᐃᓂᖅ ᐊᑭᖃᕐᑐᐃᓂᖅ ᐊᒻᒪ ᐅᑯᓄᖓ ᐱᔪᓐᓂ ᐊᑐᐊᒐᕐᑕᐅᔪᑦ ᐊᑭᖃᕐᑐᐃᓂᑦ ᐃᒪᓐᓇ:

	(ᑕᐅᓴᓐᓂᒃᑐᑦ)
1993	$ 462
1994	102
1995	23
	$ 587

9. ᖃᓄᖅ ᐊᐅᓯᕐᖓᓕᖅᑐᓂᓂᒍ ᐅᖃᓪᓚᖏᑦᑕ ᐅᓄᕐᓂ ᓗᔪᑦ

ᐅᓄᕐᓂᖏᑦ ᐊᑐᐊᒐᕐᑕᐅᔪᑦ ᒪᓐᓇ ᐅᑯᓄᖓ ᓇᓕᒧᑦᑎᕐᑕᐅᓯᒪᓂᖏᓐᓄ ᐊᑐᖅᑕᐅᓂᐊᕐᑐᑦ ᒪᓕᒐᑦ.